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ABSTRACT

This workshop package provides training session outlines and materials for a workshop sequence on Title IX and sex equity in physical education. Three of these sessions are designed to provide general information and experiences relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and responsibilities. These application sessions deal with the legal requirements of Title IX and the need for change, and with analyzing existing conditions and planning athletic programs to conform to legal responsibilities. (JD)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

THE PHYSICAL ACTIVITY SPECIALIST'S ROLE

Outlines and Participant Materials for Sessions A and B for Physical Activity Specialists

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE PHYSICAL ACTIVITY SPECIALIST'S ROLE

Barb Landers, Author

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

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Preface

This session outline comprises one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary-secondary education agencies.

The workshop package was field-tested by subcontractors in 11 regional workshops as a part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 of the Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline was developed by Barb Landers, California State Department of Education, Sacramento, California.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sec Roles in Education, Washington, D.C.); Barb Landers (California State Department of Education, Sacremento, California); and Janice Birk (University of Maryland, College Park, Md.).

The CCSSO, the Resource Center on Sex Roles in Education, and the co-editors of the package gratefully acknowledge the assistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U.S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the contract. Grateful acknowledgement is also given to Sarita Schotta, Senior Research Associate, National Institute of Education for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 organizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project. These organizations and the project contact person in each include:

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September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
THE PHYSICAL ACTIVITY SPECIALISTS' ROLE

Outline and Participants' Materials for Application Sessions
A and B for Physical Activity Specialists

Contents

INTRODUCTORY MATERIAL

Implementing Title IX and Attaining Sex Equity:
An Introduction to the Workshop Package I-1

How To Use These Materials I-9

SESSION OUTLINES

SESSION A - ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: LEGAL REQUIREMENTS AND THE NEED FOR CHANGE

Session Specifications i

Session Agenda v

I. INTRODUCTORY COMMENTS 1

II. ASSESSING TITLE IX IMPLEMENTATION: A PHYSICAL ACTIVITY PERSPECTIVE 5

III. THE LAW AND ITS IMPLICATIONS 9

IV. BREAK 16

V. ASSESSING PROGRAM OBJECTIVES 17

VI. DEVELOPING A PERSPECTIVE FOR CHANGE 21

VII. SUMMARY COMMENTS 27

Charts and Information Sheets for Facilitator Use

SESSION B - ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR ACTION

I. IMAGES OF SEX-INTEGRATED PROGRAMS 1

II. ALTERNATIVES FOR CHANGE--ELEMENTARY SCHOOL PHYSICAL EDUCATION GROUP 5

II. ANALYZING PROGRAM ALTERNATIVES--SECONDARY SCHOOL PHYSICAL EDUCATION GROUP 17

II. ANALYZING PROGRAM ALTERNATIVES--ATHLETICS PERSONNEL 31

III. BREAK 44

IV. ACTION PLANNING FOR SEX EQUITY 45

V. EVALUATION AND CLOSING 53

Charts and Information for Facilitators

Charts for Elementary Physical Education Subgroup

Charts for Secondary Physical Education Group

Charts for Action Planning for Sex Equity

Participant Materials for Session A
(Physical activity 1 through 6)

Participant Materials for Session B
(Physical activity 7 through 10 and worksheets
for Subgroups 1, 2, and 3)

THE PHYSICAL ACTIVITY SPECIALIST'S ROLE

Introductory Material

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded

under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/ Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions
- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions
- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations

presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline
- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented
- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials
- prepare notecards outlining the sequence and the general directions for participants
- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of rest-rooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

  - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

- Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: LEGAL REQUIREMENTS AND THE NEED FOR CHANGE

Outline for Application Session A for
Physical Activity Specialists

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS:
LEGAL REQUIREMENTS AND THE NEED FOR CHANGE

APPLICATION SESSION A FOR
PHYSICAL ACTIVITY PERSONNEL

Session Specifications

Session population: Physical educators, coaches, athletics directors, and related administrators of local education agencies

Session objectives: The objectives for Application Session A are:

- to increase participants' understandings of the Title IX regulation and its specific implications for the policies, practices, and programs provided in physical education and athletics
- to increase participants' skills in identifying discriminatory or biased situations and to develop appropriate corrective and remedial actions for overcoming such discrimination and bias
- to provide participants an opportunity for examining their personal attitudes regarding philosophies of physical education and athletics programs as they relate to sex equity in physical activity programs
- to provide participants with an overview of the change process as it may be applied to attaining sex equity in physical activity programs

Time required: Three hours

Materials needed:

For participant use:

- "Assessing Title IX Implementation: A Physical Activity Program Perspective"--Physical Activity Worksheet 1 (attached to this session outline)
- "Basic Guidelines for Physical Education Title IX Compliance"--Physical Activity Information Sheet 2 (attached to this session outline)
- "Basic Guidelines for Competitive Athletics Title IX Compliance"--Physical Activity Information Sheet 3 (attached to this session outline)
- "Physical Education Case Examples"--Physical Activity Worksheet 4 (attached to this session outline)
- "Suggested Answers to Physical Education Case Examples"--Physical Activity Worksheet 4A (attached to this session outline)

- "Athletics Case Examples"--Physical Activity Worksheet 5 (attached to this session outline)

- "Suggested Answers to Athletics Case Examples"--Physical Activity Worksheet 5A (attached to this session outline)

- "Physical Activity Objectives for Female and Male Students"--Physical Activity Worksheet 6 (attached to this session outline)

For workshop facilitator use:

- "Sample Questions and Answers Related to Title IX: Implementation in Physical Education"--Facilitator Information Sheet 1 (attached to this outline)

- "Sample Questions and Answers Related to Title IX: Implementation in Athletics Programs"--Facilitator Information Sheet 2 (attached to this outline)

- "Requirements of the Law"--a series of charts--Physical Activity Facilitators' Charts 1-17 (attached to this session outline)

- "Analysis Sheet: Physical Activity Objectives for Female and Male Students"--Physical Activity Facilitator Chart 18 (attached to this session outline)

- "Change - A Suggested Continuum"--Physical Activity Facilitator Chart 19 (attached to this session outline)

- "A Suggested Model for Change"--Physical Activity Facilitator Chart 20 (attached to this session outline)

- "The C's for Change"--Physical Activity Facilitator Chart 21 (attached to this session outline)

Facilitators required: Although this session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills and who represent a racial-ethnic diversity.

Facilitator preparation required:

The facilitator should:

- thoroughly review this outline and all participant materials

- review suggested lecturettes and adapt them to accommodate unique group needs and facilitator style

  - "Title IX and Physical Education" (see section III of this session outline) 12 minutes
  - "Title IX and Athletics" (see section III of this session outline) 12 minutes
  - "Merging: Where Do We Begin?" (see section V of this session outline) 10 minutes
  - "Change and How To Make It Happen"(see section VI of this session outline) 15 minutes

- prepare transparencies for sections III and VI of this outline

- review the application module related to this area and these publications:

  - Title IX and Physical Education: A Compliance Overview by Marjorie Blaufarb and consultants of the American Alliance for Health, Physical Education, and Recreation, adapted by the Resource Center on Sex Roles in Education

  - Competitive Athletics: In Search of Equal Opportunity by Margaret Dunkle

  - "Questions and Answers Pertaining to Physical Education and Athletics Programs" (attached to this session outline)

  - Complying with Title IX: Implementing Institutional Self-Evaluation by Martha Matthews and Shirley McCune, particularly pages 17-23 and 85-95

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs to facilitate small group work

Equipment and supplies required: Overhead projector and transparencies, chalk board and chalk or newsprint and marker, pencils for each participant, tape (suitable for wall use, if permitted)

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS:
LEGAL REQUIREMENTS AND THE NEED FOR CHANGE

APPLICATION SESSION A FOR
PHYSICAL ACTIVITY PERSONNEL

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 10 MINUTES
II.	ASSESSING TITLE IX IMPLEMENTATION: A PHYSICAL ACTIVITY PROGRAM PERSPECTIVE	TIME REQUIRED: 30 MINUTES
	A. Introduction to assessment activity	(5 minutes)
	B. Individual activity--"Assessing Title IX Implementation: A Physical Activity Program Perspective"	(5 minutes)
	C. Small group discussions	(10 minutes)
	D. Total group processing	(10 minutes)
III.	THE REGULATION AND ITS IMPLICATIONS	TIME REQUIRED: 70 MINUTES
	A. Lecturette--"Title IX and Physical Education"	(12 minutes)
	B. Questions and answers	(5 minutes)
	C. Small group activity--"Physical Education Case Examples"	(15 minutes)
	D. Lecturette--"Title IX and Athletics"	(12 minutes)
	E. Questions and answers	(5 minutes)
	F. Small group activity--"Athletics Case Examples"	(15 minutes)
	G. Total group processing--summary	(6 minutes)
IV.	BREAK	TIME REQUIRED: 10 MINUTES
V.	ASSESSING PROGRAM OBJECTIVES	TIME REQUIRED: 30 MINUTES
	A. Lecturette--"Merging: Where Do We Begin?"	(10 minutes)
	B. Individual Work--"Physical Activity Objectives for Female and Male Students"	(10 minutes)
	C. Total group processing	(10 minutes)
VI.	DEVELOP A PERSPECTIVE FOR CHANGE	TIME REQUIRED: 25 MINUTES
	A. Lecturette--"Change and How to Make It Happen"	(15 minutes)
	B. Questions and answers	(5 minutes)
	C. Total group processing	(5 minutes)
VII.	SUMMARY COMMENTS	TIME REQUIRED: 5 MINUTES
		TOTAL TIME REQUIRED:180 MINUTES

I. INTRODUCTORY COMMENTS TIME REQUIRED: 10 MINUTES

Purposes of the activity:

The purposes of the activity are:

- to introduce the facilitator(s) to participants
- to provide participants with an overview of the content of Application Session A for Physical Activity Personnel

Materials needed: None

Facilitator preparation required:

The facilitator should:

- thoroughly review the total session outline
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

The facilitator should begin by ascertaining that all participants are in the correct application session--that they are physical educators, coaches, or athletic directors, that they work with these groups, or that they have elected to focus on physical activity issues during these workshop sessions. The facilitator should generally describe the purpose and format of the application session, making the following points:

- the application sessions are designed to provide participants with the opportunity to work with people in roles similar to theirs (in this case physical activity professionals) in exploring issues related to Title IX implementation and the achievement of sex equity which are particular to their role.
- there will be two three-hour application sessions conducted for each group of personnel: these sessions are sequential, not interchangeable. It is important that participants attend both application sessions designed for their role group. Time will be provided after the two sessions to work again with people in other roles.

At this point the facilitator should take a moment to introduce herself/himself and any other facilitators. She/he should discuss briefly past involvement with issues of Title IX/sex equity related to physical activity personnel. Any housekeeping chores such as location of restrooms, availability of refreshments, and distribution of materials should be dealt with at this time.

The facilitator should then begin to establish a frame of reference for the application sessions for physical activity personnel. This might be done by comments such as the following:

"In the preceding generic sessions we've been learning about the social/education context of Title IX, the regulation and its ramifications for all educational processes, and the grievance processes which can serve as a positive vehicle for change as well as a strategy for achieving compliance with the law. Now we're going to consider our major area of interest--physical education, athletics, intramurals, club sport activities, and ancillary services--which, for the purposes of these application sessions will be grouped together and called physical activity programs.

"At the outset, I would point out that we intend to consider not only the specific requirements of the Title IX regulation but also the broader context of sex equity issues. In order to do this we must first come to a mutual understanding of the legal requirements, the required procedural steps to be taken by educational personnel, and then pursue alternatives for achieving compliance with both the letter and the spirit of the law.

"Physical education, intramurals, club and interscholastic sports (to be referred to as physical activities programs) as well as related ancillary services are covered in detail in the Title IX regulation. In many ways the differential treatment of females and males in physical education and athletics programs has been visible to any who cared to investigate such matters, and therefore it has received a substantial amount of media coverage. Although the reasons for differential treatment of females and males may have been supported by a rationale that made sense in the past, it is now our responsibility to examine the needs in light of a changing society, changing needs of students, and changes in the laws which govern the operation of education programs.

"During this application session we will try to accomplish the following:

- *to assess our understandings and experiences regarding implementation of Title IX and the attainment of sex equity in physical activity programs*
- *to examine the Title IX regulation as it relates to physical education, athletics, and relevant ancillary concerns and ensure that we have a common understanding of the regulation, its implications, and the possible actions which need to be taken to achieve Title IX compliance*

- *to increase our skills in recognizing sex discrimination and sex bias as they are manifest in physical activity programs*

- *to seek a mutual understanding of the problems involved in merging female and male physical education programs and the establishment/maintenance of equitable athletic programs for all students*

- *to review a model for change which can assist us in making the changes necessary for the attainment of sex equity in physical activity programs*

"As the agenda for this session reveals, we will be involved in many kinds of activities during this session: hearing short lecturettes, participating in individual and group activities, exchanging ideas in groups, viewing media presentations, etc. Although the session is tightly scheduled, please feel free to ask questions if you are in doubt about the information or activity in which we are involved so that clarification can be provided. Any pertinent comment or inquiry is, of course, welcome; but we would appreciate your assistance in keeping the discussion 'on target.'

"As we move through the activities of the session we hope that you will keep three questions in mind:

- *How well do programs in our schools ensure equality of opportunity for all students?*

- *How can we use the procedures required for Title IX implementation as a stimulus for improving the quality of services provided for students?*

- *What are my personal responsibilities for change, and/or how can I provide leadership for assisting others to respond to the need for sex equity in positive ways?"*

The facilitator should provide time for any questions which may be raised by the group.

II. ASSESSING TITLE IX IMPLEMENTATION: A PHYSICAL ACTIVITY PERSPECTIVE

TIME REQUIRED: 30 MINUTES

(A) Introduction to assessment activity	(5 minutes)
(B) Individual activity--"Assessing Title IX Implementation: A Physical Activity Program Perspective"	(5 minutes)
(C) Small group discussions	(10 minutes)
(D) Total group processing	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide the participants with an opportunity to share and assess the experiences that they have had in efforts toward Title IX implementation in their school situations
- to identify the barriers/constraints that participants have encountered as they pursue the achievement of sex equity in physical activity programs
- to establish an environment of warmth and open interaction in order to set an informal tone for the Application Sessions

Materials needed:

For participant use:

- "Assessing Title IX Implementation: A Physical Activity Program Perspective"--Physical Activity Worksheet 1 (attached to this session outline)

For facilitator use:

- chalkboard and chalk; newsprint and markers (enough for every five participants); and masking tape

Facilitator preparation required:

- thoroughly review this total session outline and all participant materials
- review the introductory comments and adapt them to accommodate the unique group needs and facilitator style

Procedure:

A. Introduction to assessment activity (5 minutes)

The purpose of this activity is to provide participants with an opportunity to "get acquainted" and to share their experiences with Title IX

implementation. This activity provides valuable data for the facilitator in that the interaction will provide some means of assessing the background of the participants, identifying the resources which are represented in the group, and identifying those areas of the session which may need to be emphasized.

The activity utilizes an assessment worksheet as the basis for small group discussion. Participants are asked to complete the worksheet individually, then to divide into groups according to areas of interests, and to compare experiences and perceptions.

The facilitator may wish to introduce the activity with comments such as the following:

"During the next few minutes we'll be examining our experiences and perceptions of the ways that Title IX implementation has progressed in our schools to date. Please take out Physical Activity Worksheet 1 entitled "Assessing Title IX Implementation: A Physical Activity Program Perspective." Please read the questions and answer them in terms of your experiences in the implementation of Title IX in your schools."

B. Individual activity--"Assessing Title IX Implementation: A Physical Activity Program Perspective" (5 minutes)

The facilitator should allow approximately five minutes for participants to complete the worksheet.

C. Small group discussions (10 minutes)

Participants will be asked to share their worksheet responses in small groups. These groups should not exceed five persons each and should provide an opportunity for participants with similar priority interests to meet together. The facilitator should designate three areas of the room to accommodate small groups with primary interests in elementary physical education programs, secondary physical education programs, and athletics programs. Directions for the activity may be provided in the following way:

"Each of us brings our own concerns and perspectives to a session like this, and it is useful if these are made explicit and shared with others. For this reason we are going to ask you to share your worksheet responses with other participants. Although we are all involved in physical activity programs, our responsibilites differ. Because it is useful to share perceptions with persons of similar responsibilities, we are asking you to meet with persons who have similar responsibilities/ interests.

"We would like you to form groups of not more than five in three areas of the room. Those persons whose primary interest is in the area of elementary physical education programs should move to my left and meet with four other persons who are also interested in elementary physical education. Those persons with primary interests in secondary physical education programs should meet in the center of the room and form groups with four other persons to share information with others who are interested in secondary physical education. And those persons with primary interest in athletics programs should move to the right of the room and form groups with four other persons who are interested in athletics.

"When you've formed your group discuss your responses to the questions which appeared on Physical Activity Worksheet 1. You will note that newsprint and markers are available for each group of five. As you discuss questions 2 and 3 (the barriers to sex equity and the issues which you would like to have considered in this session), ask one member of the group to write down the group's responses to these questions on the newsprint. You will have about 15 minutes for your small group discussions. When you are finished, please bring your newsprint to the front of the room where we can post it and discuss it with the total group."

The facilitator should make sure that participants move to the three areas of the room, form groups, and begin to discuss the questions. It is important that each group has at least two sheets of newsprint and a marker. During the small group discussions the facilitator should be available to answer questions and provide any additional information which may be needed.

D. Total group processing (10 minutes)

After participants have had about 10 minutes to compare their responses, the facilitator should reconvene the total group. At this time the facilitator should ask the groups to display their newsprint at the front of the room (use masking tape). The facilitator should lead the group in a brief review of the information provided on the newsprint sheets which have been posted at the front of the room.

The facilitator should:

- discuss with participants similarities and differences of the information generated by the various groups
- indicate if and when participant concerns will be dealt with during the session
- encourage participants to seek out other information resources if their concerns will not be covered

If time permits, participants should be encouraged to add any additional observations or comments. The sheets should remain posted during the rest of the two Application Sessions. The facilitator should make references to the sheets as appropriate and use the information on the sheets as a means of summarizing and evaluating the sessions.

III. THE LAW AND ITS IMPLICATIONS TIME REQUIRED: 70 MINUTES

(A) Lecturette--"Title IX and Physical Education"	(12 minutes)
(B) Questions and answers	(5 minutes)
(C) Small group activity--"Physical Education Case Examples"	(15 minutes)
(D) Lecturette--"Title IX and Athletics"	(12 minutes)
(E) Questions and answers	(5 minutes)
(F) Small group activity--"Athletics Case Examples"	(15 minutes)
(G) Total group processing--summary	(6 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a common knowledge base regarding the requirements and implications of the Title IX regulation as it relates to physical activity programs
- to increase participants' skills in identifying discrimination and bias in physical activity situations
- to provide participants with alternative action steps which may be used for Title IX implementation and the attainment of sex equity in physical activity programs

Materials needed:

For participant use:

- "Basic Guidelines for Physical Education Title IX Compliance"--Physical Activity Information Sheet 2 (attached to this session outline)
- "Basic Guidelines for Competitive Athletics Title IX Compliance"--Physical Activity Information Sheet 3 (attached to this session outline)
- "Physical Education Case Examples"--Physical Activity Worksheet 4 (attached to this session outline)
- "Suggested Answers to Physical Education Case Examples"--Physical Activity Worksheet 4A (attached to this session outline)
- "Athletics Case Examples"--Physical Activity Worksheet 5 (attached to this session outline)
- "Suggested Answers to Athletics Case Examples"--Physical Activity Worksheet 5A (attached to this session outline)

For facilitator use:

- "Requirements of the Law - Physical Education and Title IX"--Transparencies 1-8
- "Requirements of the Law - Athletics and Title IX"--Transparencies 9-17
- "Sample Questions and Answers Related to Title IX:Implementation in Physical Education"--Facilitator Information Sheet 1(attached to this outline)
- "Sample Questions and Answers Related to Title IX: Implementation in Athletics Programs"--Facilitator Information Sheet 2 (attached to this outline)

- Charts on newsprint, acetate transparency or chalkboard, containing the following information:

Definitions of Sexist and Nonsexist Behaviors

- Sexist behaviors
  - Sex discriminatory behavior--any behavior which is a violation of the Title IX regulation
  - Sex-biased behavior--any behavior which reflects stereotyped expectations, assumptions, or behaviors which is not specifically prohibited by the Title IX regulation

- Nonsexist behaviors
  - Sex-fair behaviors--those behaviors which attempt to treat females and males equally or exactly alike regardless of possible differences in their needs. These correspond to corrective actions which may be taken to eliminate discrimination and to achieve Title IX compliance
  - Sex-affirmative behaviors--those behaviors which attempt to move beyond equal treatment and to provide experiences which can remedy the effects of past discrimination or bias. These correspond to remedial steps which may be taken in Title IX compliance efforts

Questions for Analyzing Case Examples

- Does the case example demonstrate sex discrimination, i.e., is it a violation of the Title IX regulation?
- If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as sex-biased behavior?
- If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- prepare and study carefully the transparencies related to Title IX and physical activity program areas (Transparencies 1-17)

- review suggested lecturette(s) and adapt them to fit unique group needs and facilitator style
- review Facilitator Information sheets 1 and 2 and ensure an understanding of the questions and answers provided on these sheets (attached to this session outline)
- arrange for the use of overhead projector and suitable projection surface

Procedure:

A. Lecturette--"Title IX and Physical Education" (12 minutes)

The purpose of this activity is to provide participants with an indepth review of the Title IX regulation and its requirements for physical activity policies, programs, and practices. The review is carried out with the use of transparencies and an informal lecturette. The presentation of the regulation is followed by a review of case examples to ensure participants' understandings of the application of the Title IX regulation. The first presentation deals with physical education concerns, and the second presentation focuses on athletics concerns.

The activity may be opened with comments such as the following:

"As seen in our needs assessment activities, there are diverse opinions about what the Title IX regulation requires and how the subsequent regulations for implementation of the law are being interpreted. We are now going to examine the sections of the Title IX regulation which directly or indirectly relate to physical education and selected areas of ancillary concern, such as codes of conduct, treatment of pregnant students, and employment practices.

"Many of the issues you have raised in the needs assessment will be answered as we review the law, its effects and some possible action steps. At the conclusion of this media review/summary there will be time for questions and answers. The principal points related directly to physical education have been summarized for you, and you can follow along using Worksheet 2 entitled 'Basic Guidelines for Physical Education Title IX Compliance' we've provided."

The facilitator should then begin the transparency presentation on "Title IX and Physical Education" (1-8). After placing a chart on the overhead projector tray, the facilitator should briefly cite the specifications of the section of the law involved and then briefly discuss its effects on physical education and the suggested action. Some interaction from the participants should be encouraged so that additional action steps can be identified, but the facilitator should move through the eight transparencies during the 12 minutes provided for the activity.

"Thus we see that the Title IX requirements for physical education programs are extensive; almost every aspect of physical education programs and processes must be reviewed so as to ascertain if discrimination exists. Should any discriminatory aspects be identified, they must be eliminated immediately or a planned strategy for change established and documented in the district's overall compliance reports so that full compliance is achieved within the established timelines. Are there any questions?"

B. Questions and answers (5 minutes)

The facilitator should take a few minutes to answer questions related to the implementation of the Title IX regulation in physical education. Clarification of the information presented in the transparencies and Participant Worksheet 2 can be addressed. The facilitator should note that a list of frequently asked Title IX-related questions regarding physical education is included in Facilitator Information Sheet 1. As a guide for preparation, if questions are asked that the facilitator cannot answer, she/he should indicate that they do not know the answer. Other persons in the room may be able to supply the information, or it may be reviewed with other resource persons at a later time.

C. Small group activity--"Physical Education Case Examples" (15 minutes)

The purpose of this activity is to provide participants with an opportunity to apply their understandings of the Title IX regulation to day-to-day situations in physical education. It is important that participants have an opportunity to test and/or develop their application skills.

The facilitator may wish to introduce this activity with comments such as the following:

"Now that we've reviewed the requirements of the Title IX regulation for physical education programs, let's see how they may be applied in our day-to-day activities. Before we begin to review some specific case examples, we need to spend a few minutes making a distinction between various types of sexist and nonsexist behaviors. One way to think about the behaviors we may observe in physical activity programs is to think of two different categories of sexist behavior and nonsexist behavior.

"The two forms of sexist behavior are distinguished by whether or not the behavior is a violation of the Title IX regulation. Thus, the two categories for sexist behaviors are: (refer to chart)

- *Sex-discriminatory behavior--any behavior which is a violation of the Title IX regulation*
- *Sex-biased behavior--any behavior which reflects stereotyped expectations assumptions, or behaviors which are not specifically prohibited by the Title IX regulation*

Similarly, we can categorize nonsexist behaviors into two types which reflect different levels of awareness and/or interventions. These are:

- *Sex-fair behaviors--those behaviors which attempt to treat females and males equally or exactly alike regardless of possible differences in their needs. These correspond to corrective actions which may be taken to eliminate discrimination and to achieve Title IX compliance.*

- *Sex-affirmative behaviors--those behaviors which attempt to move beyond equal treatment and to provide experiences which can remedy the effects of past discrimination or bias. These correspond to remedial steps which may be taken in Title IX compliance efforts.*

You'll be hearing more about these terms at other points throughout the workshop, and we would like you to use them now in this next activity.

"Please take out Participant Worksheet 4 entitled 'Physical Education Case Examples.' You'll find a listing of case examples dealing with possible sex discrimination or sex bias in physical education programs. Please read through the case examples and answer the following questions: (refer to chart)

- *Does the case example demonstrate sex discrimination, i.e., is it a violation of the Title IX regulation?*

- *If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as sex-biased behavior?*

- *If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?*

"We are going to ask you to return to the groups of five in which you worked earlier. When you get back into your groups, read through the case examples which are appropriate to your interests (elementary or secondary school examples) and answer the three questions which appear on the chart and the sheet. You may wish to use the blank sheets in your materials to make notes on your discussions.

"If you finish discussing the case examples which are appropriate to your level of interest (elementary or secondary), you may wish to review the other cases provided on your worksheets."

The facilitator(s) should move among the small groups to see that they are able to answer the questions and make the relevant distinctions. Groups should be given at least 10 minutes to discuss the cases. It is not essential that they consider all the cases provided for their level but make sure that the participants understand the concepts being considered. The facilitator should move on to the next activity before processing the activity in the total group.

D. Lecturette--"Title IX and Athletics" (15 minutes)

"Now let's move on to athletics. As you undoubtedly know, the section of the Title IX regulation dealing with athletics is different from the sections which deal with physical education. The assumption is that while both physical education and athletics programs are instructional by nature, there are distinct differences between the programs designed to serve all of the students - e.g., physical education - and those designed to serve special interest groups - e.g., club, intramural, and interscholastic sports. As before, I will use a series of transparencies which specify the direct and indirect sections of the regulation related to these special interest areas. After viewing these we will have a short question and answer session and then check our understandings by applying the Title IX regulation to case situations.

"You have an information sheet on the basic guidelines related to athletics. This should help summarize what we will be talking about as we go through the series of transparencies. Please feel free to comment if you have need of clarification or if you have additional action steps to share with the group."

The facilitator should then begin the transparency presentation related to "Title IX and Athletics"(9-17). After placing a chart on the overhead projector tray, the facilitator should briefly cite the specification of the section of the regulation involved and then discuss its effects on athletics (club, intramural, and interscholastic sports). After Chart 17 has been completed, the facilitator may wish to summarize as follows:

"As we saw in the physical education review, the general requirement of the Title IX regulation is to offer all students the same opportunities for program activity in sex-integrated programs. Contrastingly, in athletics the regulation permits separate programs of activity as long as the interests and abilities of the students are equitably satisfied. Thus, the establishment of baseline data so that there is substantiation for program decisions is paramount to any action plan for Title IX implementation. Once the program of activities is established, then services provided must be equal. This does not necessarily mean that dollar-for-dollar parity is required but that the services and leadership provided are equitable for all teams, all levels of teams, and the same for separate teams in like sports.

"The athletics section of the Title IX regulation is complex. It has become controversial since, in many sections of the country, the provision of equal opportunity in sports programs is contrary to long established policy. Regardless of our past traditions we are now called upon to ensure that equal opportunity in sports programs is achieved. Timelines for the implementation of equal opportunity in athletics are specified. All interscholastic programs for elementary schools (grades K-6) should have been in full compliance with the Title IX regulation by July 21, 1976. Secondary schools, (grades 7-12) had until July 21, 1978 to come into full compliance, but, as in physical education, there is no waiting period. Changes that can be made must be made immediately, and a plan for achieving full compliance must be on file and in progress. Are there any questions?"

E. Questions and answers (5 minutes)

The facilitator should take a few minutes to answer questions related to the implementation of the Title IX regulation in athletics. Clarification of the information presented in the transparencies and Participant Worksheet 3 can be addressed. The facilitator should note that a list of frequently asked Title IX-related questions regarding athletics is in Facilitator Information Sheet 2.

F. Small group activity--"Athletics Case Examples" (15 minutes)

Again, the review of the requirements of the Title IX regulation is followed by an opportunity to apply the information in athletic program situations.

The facilitator may wish to introduce this activity with comments such as the following:

"Now that we've reviewed the requirements of the Title IX regulation for athletics programs, let's see how they may be applied in program situations. Please take out Participant Worksheet 5 entitled 'Athletics Case Examples.' You will find a listing of case examples dealing with possible sex discrimination or sex bias in athletics programs. Please read through the case examples and answer the questions we used earlier. (refer to the chart)

- *Does the case example demonstrate sex discrimination, i.e., is it a violation of Title IX?*
- *If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as a sex-biased behavior?*
- *If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?*

"We are going to ask you to form a new group of five persons for your discussion of the case examples. Although some case examples are provided for elementary and secondary levels, feel free to select cases from either group for your discussions. You will have about 15 minutes for your discussions."

The facilitator(s) should move among the small groups to see that they are able to answer the questions and make the relevant distinctions. Groups should be provided about 15 minutes to discuss the cases.

G. Total group processing (6 minutes)

After the groups have had about 15 minutes to discuss the case examples, the facilitator should reconvene the total group. Before moving into a discussion of the content of the worksheets, the facilitator should review, summarizing questions with the group such as the following:

- *"Was it useful for you to think of the cases in terms of sex-discriminatory behaviors and sex-biased behaviors?*

- *"What types of remedial and corrective actions did you find appropriate to use for the physical education and the athletics cases?"*

After the participants have responded to these questions, the facilitator should refer them to Participant Worksheets 4A and 5A which provide possible answers to the case examples. The facilitator should suggest that they may wish to review these worksheets to determine the similarity and differences with their answers. This may be done at their leisure.

The session may be summarized with comments such as the following:

"It would be well to remember that no matter how knowledgeable we are, we all have been taught to be discriminatory and/or biased in our everyday activities. These biases may be overt or covert. The mere implementation of Title IX will not erase or eliminate sex discrimination or sex bias. This will occur only when and if each individual internalizes the concepts of equity and takes day-to-day action steps which help overcome attitude, program, practice, or policy differences which have contributed to the nonprovision of sex equity. Once a clear understanding of the law and its regulation is mutually achieved, then groups can proceed toward compliance with the law.

"After taking a short break, we will begin the process of learning how to work toward the establishment of sex equity in physical activity programs. Just as we have learned in reviewing the regulation's requirements for physical activity programs, sex equity in physical education and athletics is complex. For this and other reasons the regulation does not dictate how to go about achieving sex equity. It simply says: 'Get there.' We as educators will consider some ways to go about this important task."

IV. BREAK TIME REQUIRED: 10 MINUTES

V. ASSESSING PROGRAM OBJECTIVES — TIME REQUIRED: 30 MINUTES

(A) Lecturette--"Merging: Where Do We Begin?" (10 minutes)
(B) Individual Work--"Physical Activity Objectives for Female and Male Students" (5 minutes)
(C) Total group processing (15 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with insights as to their own values regarding program objectives for physical education
- to identify the similarities and the differences in the values, activities, and operation of existing women's and men's physical activity programs

Materials needed:

For participant use:

- "Physical Activity Objectives for Female and Male Students"--Physical Activity Worksheet 6

For facilitator use:

- "Analysis Sheet: Physical Activity Objectives for Female and Male Students"--Physical Activity Facilitator Chart 18 (Note: this could be presented as a transparency or written out on newsprint or a chalkboard.)

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all supportive materials
- review suggested lecturette and adapt it to fit unique group needs and facilitator style
- prepare the needed transparency or chart for the group tabulation of participant worksheets

Procedure:

A. Lecturette--"Merging: Where Do We Begin?" (10 minutes)

"During our session related to Title IX and its regulation we discovered that the regulation itself does not speak to the question of attitudes per se, but that criteria for programs, policies, and practices are specified explicitly. That is to say, we now know that instructional efforts must be coeducational in physical education but that, under certain circumstances, athletics programs

may be conducted separately. Since physical education is a required subject for almost all students for some part of their school enrollment in grades K-12, it would seem most appropriate for us to spend some time dealing with the process of merging the physical education programs provided for females and the programs provided for males.

"Since the beginning of physical training in this country, most programs have been conducted on a sex-segregated basis. With the advent of more innovative curriculum efforts, however, many schools have effectively experimented with and adopted a coeducational approach to instruction, especially in units of an elective or selective nature. Thus, at the senior high school level, where many programs are selectively organized, the requirement for coeducational programs may or may not necessitate any significant changes in the physical education program.

"Likewise at the earliest levels of instruction, grades K-3, the trend for the past decade has been one of coeducational programs. In accordance with Piaget's theories of development, more and more programs are focusing in on the specific needs of children and the process emphasis of helping children learn how to learn. If a district has adopted such programs, it would usually mean that they would already be in compliance with Title IX for all program efforts conducted on a coeducational basis and all evaluation would be made through individual analysis as opposed to the use of group comparative data.

"When one considers the merging of programs, the critical areas of concern seem to be grades 4-9 and the other grades if the 'trends' have not been pursued and/or adopted. In grades 4-9 the traditional scene reveals sex-segregated programs which are patterned after sex-stereotyped expectations and assumptions. Boys are thought to be more 'manly' if they are able to excel in the physical domain and girls are thought to be out of the mold if they actively pursue robust or competitive activity. Dealing with parents, children and professional teachers of physical education who hold these outdated beliefs becomes a major part of any attempt to merge programs in order to begin to achieve sex equity.

"The fact remains, however, that changes will have to be made. Whether this process becomes an experience of traumatic shock or an exercise in program evaluation and subsequent improvement is entirely up to the persons who are involved in the process. Should there be rejection of the concepts of equal opportunity and equitable treatment for all students, then one may expect that minimal effort will be expended toward making the merging process effective or positive.

"If, on the other hand, a spirit of cooperative communication is in evidence and the concepts are accepted as 'givens,' then the exercise could be stimulating and, in the long run, beneficial for all concerned. Students are likely to receive instructional effort better suited to their needs; teachers may feel a larger sense of accomplishment because they will be dealing with a more individualized form of course organization; administrators may observe that more students are eager for physical education instruction as their needs are being met in such a way that success and improved self-concept are natural components of the 'new' physical education; and parents may recognize that some students are indeed gifted performers in need of

intensive instruction in order to master movement competencies. The 'new' physical education can provide for these differences more effectively than the 'old' physical education.

"Now, where does one start? Some districts have started with an authoritative edict which is likely to alienate everybody. Others have decided to 'study' the siutation - indefinitely. Still others recognize that those who will have to implement the new programs must have opportunities to determine their educational philosophies and how those philosophic beliefs can be assimilated in effective programs designed to serve all students.

"We can begin this process of change by making sure that we are clear about our philosophy of physical education. What do we believe to be the purpose of physical education programs and how can the programs best be complemented? What are our objectives for physical education activities? Are these the same for females and males? Are they different? If we had to merge female and male programs today, what would be our goals and objectives?

"The answers to these questions are crucial for understanding the varying points of view which are likely to emerge as we move toward merging female and male physical education programs."

B. Individual work--"Physical Activity Objectives for Female and Male Students" (10 minutes)

The facilitator should instruct participants to take out Physical Activity Worksheet 6 and give the following instructions:

"The worksheet entitled 'Physical Activity Objectives for Female and Male Students' will help you diagnose your beliefs regarding the objectives you have for students who participate in your physical education programs and your interscholastic sports activities. You have about five minutes to complete the worksheet. Rank order each column from 1 to 8 with #1 being the most important. Please note any additional objectives you would want included on the bottom of the sheet; but for this exercise, do not include them in your ranking.

C. Total group processing (10 minutes)

When the participants have completed their tasks (about 10 minutes), the facilitator should give the instructions for analyzing the sheets:

"On the back of your worksheet are the instructions for analyzing this exercise. Select a partner, preferably one from another sex, and work together to complete the process. As the instructions indicate, you are to tally your scores for each of the categories. Then see if this new set of tools really makes a difference in your original ranking order. For example, if you ranked item A - a positive sense of competition - as a 4 and your partner ranked it with a 1, the composite score would be a 5. Once all composite scores are completed, then you can contrast their new rank order (from least high to highest) and observe where the changes occurred. This will give you insights into the critical areas of difference between the two parties involved. Do this for both columns. Any questions?

As the participants compute their scores, the facilitator should move about the room and assist any of the pairs who may be having difficulty.

As soon as the participants have completed their tallying and initial observations, the facilitator should say the following:

"Did you find a wide variance? If so, was it more prevalent in physical education or athletics? Were the objectives fairly close to one another or definitely polarized? The more the polarization, the more changes will be necessary to reconcile program goals. Now, work with your partner and try to reconcile the top three objectives for each of the categories. Remember - use tact! You want to be able to deal with one another amicably for a long time! You have 5 minutes for this activity."

At the end of the 5 minutes the facilitator should stop the discussion and ask the following questions:

- *"How many of you had difficulty trying to achieve consensus?"*
- *"How many of you recognized different values which you've encountered in trying to merge your own programs?"*
- *"Were your top priorities mutually exclusive?"*
- *"How would you organize a program which could meet your mutual objectives?"*
- *"Do you see how this could be a productive exercise for whole departments to use with staff members who are involved in departmental mergers or Team Teaching efforts?"*

The facilitator should close by making sure that the following points are made:

- The objectives which we identify influence the ways we organize our programs.
- Each objective and subsequent programs result in some positives and some limitations for meeting the needs of all students.
- Merging programs can result in providing greater alternatives for students and extending the capabilities of staff.

VI. DEVELOPING A PERSPECTIVE FOR CHANGE TIME REQUIRED: 25 MINUTES

(A) Lecturette--"Change and How to Make It Happen" (15 minutes)
(B) Questions and answers (5 minutes)
(C) Total group processing (5 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide the participants with a practical model for change which, if applied effectively to physical activity program areas, could assist them in achieving sex equity
- to provide participants with an overview of the steps for change and the skills for conflict management

Materials needed:

For participant use: None

For facilitator use:

- "Change - A Suggested Continuum"--Physical Activity Facilitator Chart 19 (see facilitator materials)
- "A Suggested Model for Change"--Physical Activity Facilitator Chart 20 (see facilitator materials)
- "The C's in Change"--Physical Activity Facilitator Chart 21 (see (A) Lecturette--"Change and How to Make It Happen" for text of chart)

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline
- review suggested lecturette and adapt it to fit unique group needs and facilitator style
- arrange for an overhead projector and prepare the needed transparencies
- review the plans for Session B

Procedure:

A. Lecturette--"Change and How To Make It Happen" (15 minutes)

"All of our effort up to this point has been directed toward learning about Title IX and other sex equity issues. In our last activity we

discovered that agreement regarding the basic intent of physical education was not easily, if ever, reached. Title IX does not say that any one program approach or any one response to any of the nondiscrimination requirements is the preferred model. The Title IX regulation does require that a self-evaluation be conducted by each school district and that changes be made if discriminatory behaviors, practices, policies, or programs exist.

"In another of our activities we have seen that sex-discriminatory and sex-biased behaviors exist in the everyday situations we all face. So, the assumption must be made that change of some sort, to some degree, will need to occur. Physical education programs must merge, and athletic programs must clearly meet the demonstrated interests and abilities of the total student population.

"Changes mandated by law usually bring about polarized acceptance or rejection and every other type of behavior possible along the intervening continuum. Radicals want immediacy; conservatives want to wait and see. Pragmatists want a sure-fire model to copy; and diehard adversaries want the law, its enforcers, and all advocates to go away! The recent surge of Federal legislation to guarantee human rights has legally 'done away with' discrimination based on race, social/cultural background, handicapping conditions, and now sex.

"Merely passing a law and presenting regulations for the implementation of the various statutes does not, in reality, guarantee that the constituency addressed by the law will indeed receive the immediate benefits of the law. Delays, ruses, diversionary tactics, and outright defiance often are the strategies used by those who must act as the change agents to bring about the needed review, analysis and subsequent revision of programs, policies, practices, and procedures covered under the law.

"Other leaders, however, embrace the concepts and intent of the legal mandate and are quick to see that ongoing review and revision are good for growth, self-renewal, and can serve as opportunities for improved services and programs. Such leaders use laws which dictate social reform as doorways to the improvement of programs, and not as hurdles which further clutter and contribute to discriminatory behaviors which erode programs in general and oppress individuals, restraining them from optimal development.

"Ideally, once school districts are made aware of the concepts emphasized in the Title IX law and regulation, change should occur along this suggested continuum."

The facilitator will now place Chart 19, "Change - A Suggested Continuum," on the overhead projector and briefly comment as follows:

"Although there are many ways that we can think about change as it relates to Title IX, one way to view the process is to envision the steps which need to be taken. As you can see on the chart provided, change moves from awareness, to review, to commitment, and ultimately to action. Many of our districts have taken the first action steps toward lasting change, but these efforts must continue if the change is to make a difference in the services we provide to students.

"Since this session deals with Title IX and sex equity as they apply to physical education and athletics, the following comments regarding a proposed model for change is predicated on the assumption that a positive commitment to nondiscrimination has been made and that an appropriate directive calling for the immediate compliance with Title IX has been sent to all personnel from the policy makers or their designates. It is then necessary for physical educators and athletic personnel to begin the process of self-evaluation and implementation of appropriate remedial and corrective steps.

"Whenever change is imminent, the question of the amount of change becomes paramount. Some people change only from fear in response to threat. So it is with many who react negatively or overreact to the Title IX requirements. The least possible compliance efforts are usually taken when this attitude exists. In truth, little changes except the relevant paper shuffling and filing process. Districts can 'survive' with this 'paper compliance' until challenged and/or reviewed and found to be out of compliance in the areas of process and programs.

"Others who are directed to come into compliance do so with a feeling of confidence and security. In fact, the self-evaluation process is looked upon as a positive experience--an opportunity to review, contemplate, analyze, stretch and improve the services, programs, and process provided for students. The following model addresses this educationally defensible group."

The facilitator will now place Chart 20 on the overhead projector and discuss "A Suggested Model for Change" as follows:

"This diagram suggests that there is a clear indication of what actually exists; the 'A' line for 'what is', a 'B' line for 'what should be' and 'C' lines which indicate the changes which can take place (to varying degrees) based on:

(The facilitator will now place Chart 21, "The C's in Change," on the projector and comment on COMMITMENT, COMMUNICATION, COOPERATION, CONCENTRATION, COMPASSION, AND CARING as it relates to the model on Chart 20.)

- *the Commitment of persons involved;*
- *the Communication of our goals*
- *the Cooperation received/given by all involved*
- *the Concentration evidenced by the time actually spent working toward achieving the identified desired outcomes*
- *the Compassion extended toward one another as varying viewpoints/philosophies/strategies are explored, and*
- *the degree of Caring which is demonstrated on an ongoing basis as change is attempted*

"Thus, to apply this model for change, those involved must identify 'What actually is'" (the 'A' line). This must be done accurately, honestly, succinctly, and, as far as possible, impersonally. If what actually is is what 'ought to be' (the 'B' line), then no change is necessary immediately and the model would look like this:

The facilitator should point to the two parallel lines found at the bottom of the transparency, commenting:

"The program would be paralleled for excellence. Usually, however, this is not the case and the model resembles the original drawing in this section, and the need for change is indicated. Then the questions arise:

- What really 'ought to be'?
- Who can decide?
- How can we get there?
- What help do we have?
- What barriers must we overcome?
- When will we know we have 'arrived'?

"When applying this model to physical education and athletics as it relates to Title IX, the answers to the above questions can vary from suggestions/solutions which will lead to minimal change or strategies/attempts designed to provide opportunities for optimal program enhancement. The degree of change ultimately achieved will depend upon one's individual skills, the group's composite skills, the resourcefulness of all involved, and the initial optimal goal agreed to as the apex of line 'B.'

"In our next application session we will discuss a number of alternatives as they could be applied to elementary and secondary physical education and to athletics. When we discuss these alternatives, we will use these 'common sense' steps for application of the model to achieve systematic change and program improvement in order to effectively implement sex equity. These 'common sense' steps include:

- STEP ONE - consider 'WHAT IS'
- STEP TWO - Consider 'WHAT CAN BE'
- STEP THREE - Plan 'WHAT WILL BE' in light of recognized constraints
- STEP FOUR - IMPLEMENT the plan
- STEP FIVE - EVALUATE and REDESIGN as necessary

"As groups enter into exploration of possible change, it is always hoped that those involved in the process can reach consensus, but the reality of any change process is that conflict(s) may emerge

causing the group to have to strive for acceptable, yet meaningful compromise(s). If the fifth step (EVALUATION and REDESIGN) is actively addressed, then compromising may be merely the establishment of intermediary steps which would not threaten the long range achievement of the desired goal.

"As physical educators we are involved in change efforts and the inevitable conflicts which arise in the change process. For this reason it is essential that as physical educators, we work to increase our skills in conflict management. As we work through the process of implementation of Title IX, we should strive to increase our conflict management skills. We can check our skills and work to:

- *become more skilled in anticipating problem areas*
- *be able to communicate effectively so as to reduce emotional confrontations*
- *be willing to explore all parameters of an issue and give credence to another's point of view*
- *be able to suggest various alternatives for solutions to the identified problems*
- *be able to weigh the pros and cons of each alternative*
- *be able to prioritize problem areas and/or solutions to complex issues*
- *be willing to attempt the implementation of the alternative/priority selected*

"These skills in conflict management can assist your efforts in implementation of Title IX and attaining sex equity. They are also important skills for dealing with nearly every area of our lives. As we focus on Title IX implementation, it is important that we see it as an opportunity to develop our own shills and to grow.

"We will continue to examine the process of change during Application Session B for Physical Activity Personnel and the last generic session. As you begin to think about these sessions you may wish to consider three questions:

- *"How can I establish change goals for my own activities?"*
- *"What actions can I take which would assist the department and the school to change?"*
- *"What skills do I bring to any change effort, and how can I increase my skills?"*

B. Questions and answers (10 minutes)

The facilitator should allow a few minutes for questions and clarification of any points made during the lecturette or in other activities.

VII. SUMMARY COMMENTS TIME REQUIRED: 5 MINUTES

The facilitator should use this opportunity to summarize the activities of Application Session A and to preview the activities for Application Session B. The following comments would be appropriate:

"During this session we have examined the requirements of the Title IX regulation as it affects physical education and athletics programs; tested our skills in recognizing discrimination and bias in physical activity programs; reviewed the objectives of physical education programs; and considered some of the issues in change. These experiences provide us with the background that we need as we move to the development of individual and institutional change plans.

"In Application Session B we will be turning to a more indepth consideration of the specific 'how-to's' for implementing Title IX and attaining sex equity. You will have an opportunity to work in three groups--one group for persons interested in elementary physical education programs, one group for persons interested in secondary physical education programs, and a group for those who are interested in athletics. As we look ahead to working in one of these areas during Application Session B, begin thinking about 'What Is' and 'What Can be' in your activities."

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: LEGAL REQUIREMENTS AND THE NEED FOR CHANGE

Charts and Information Sheets for Facilitator Use
for Session A

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SAMPLE QUESTIONS AND ANSWERS RELATED TO TITLE IX:
IMPLEMENTATION IN PHYSICAL EDUCATION*

Facilitator Information Sheet 1

The following questions and answers are provided to assist facilitator preparation for section III of Application Session A for Physical Activity personnel. They are not designed to be used in the session.

1. What about sex segregation in physical education? When is it permitted and when is it mandatory?

   Physical education courses must be conducted coeducationally for females and males. Students may be separated by sex under two conditions:

   1) when they are participating in contact sports (§86.34(c))
   2) when grouping students by ability results in groups which are composed predominantly of either females or males (§86.34(b))

   Sex separation during contact sports is not mandatory; if it is used, it should be used only during participation in contact activities. If students are to be grouped by ability, ability must be assessed by objective standards for each major activity unit.

2. May boys and girls be separated within physical education classes for special interest activities such as modern dance for girls and weight-lifting for boys?

   Schools may permit students to select physical education courses or activities on the basis of their interest; all options must, however, be open to boys and girls according to the same criteria (§86.34).

3. Do we have to have boys and girls in the same physical education classes if we offer the same classes with the same content on a segregated basis?

   The Title IX regulation specifically prohibits segregated classes in physical education (§86.34).

4. All my life I have taught in a women's (girls') department and I was hired to teach girls. I like my students to be attentive; I maintain good discipline. Male students will be a disruptive influence and I am not going to change at this stage.

   or

*These questions and answers were prepared by Marjorie Blaufarb, and they are included in Title IX and Physical Education: A Compliance Overview, Washington, D.C., Resource Center on Sex Roles in Education, 1977.

I'm used to teaching boys (men); I don't have to give them a lot of instruction or baby them along. Boys just jump right in. Girls would lag behind.

These questions reflect the traditional sex-stereotyped notion that "girls are docile and passive; boys are active and energetic." In fact, both girls and boys (women and men) display a full range of human characteristics, in general, and reactions to physical activity, in particular. Different teaching styles will be effective with different students; the most salient differences are probably individual, not sexual. All teachers, male and female, will become more effective if they are able to adapt their teaching styles to different learning styles of students.

5. How can I avoid being accused of making sexual advances if I am spotting in a gymnastics class and have to catch a falling student?

Before beginning gymnastics instruction, it is advisable to explain to students the potential hazards in gymnastics, the need for care, and why spotting is necessary. This is another situation in which mixed-sex team teaching may be appropriate, or in which students may be trained to spot others of the same sex.

6. How can I teach wrestling holds to girls or women students? You just cannot have wrestling in a sex-integrated class.

The Title IX regulations do not require heterosexual wrestling. If girls opt for a wrestling class, they may be separated within the gymnasium during class. They do not have to be on the same mat with boys. Sex-integrated wrestling classes might be well suited to a team teaching approach. Teaming a male and a female teacher in this situation eliminates the need for a teacher to demonstrate holds in ways that may embarrass her/him. An alternative solution might be to ask students of the same sex to demonstrate holds to the class, under the direction of the instructor (§86.34(c)).

7. What about dress standards in sex-integrated physical education?

Imposition of different dress standards for female and male students is in violation of Title IX regulations. A policy may be established regarding requirements for appropriate and safe dress for physical education participation, but the policy must be applied equally to all students. If females are required to wear gym uniforms, then males must be required to wear them also. It is permissible, however, to require the use of different types of protective equipment by females and males, if such differences are justified by actual physical differences related to safety in the activities involved (§86.31-a,5).

8. What about tort liability? What about accidents in a sex-integrated situation?

Teachers are responsible for the safety of all students. In every situation they must teach in a prudent fashion bearing in mind the

ability and skill of each student. In a sex-integrated class greater care may need to be taken in student grouping and pairing; it may be advisable to group students by weight, size and skill in contact and noncontact sports. Develop an awareness in all students of the need for care in playing so that others are not injured. Tort liability holds just as well when a 200-pound student injures an 80-pound student of the same sex in a football game or other contact activity.

9. Who will supervise the locker rooms?

The Title IX regulation makes no requirements regarding locker room supervision other than to provide that agencies and institutions may require supervision by staff of the same sex as that of the students using the facility. Locker room duty may be the responsibility of para-professionals; it may be declared a teaching station; or it may be allocated in any other way appropriate to the local situation.

10. How are municipal recreation programs affected by Title IX?

Municipal recreation programs are affected by Title IX only to the extent that a school district significantly supports such programs. If you have traditionally allowed community groups to just use your facilities, either for a fee or without charge, that would not be considered "significant assistance." However, anything beyond that, such as sending notes home with students, posting notices on the bulletin boards, announcements over the PA system, inputting staff time, etc., would be considered significant assistance, at which time all of the requirements of Title IX which would apply if the school were running such a program would apply to the municipal recreation program. If the city does not comply with the regulation, the school must dissociate itself from participation (§86.31-b,7).

SAMPLE QUESTIONS AND ANSWERS RELATED TO TITLE IX:
IMPLEMENTATION IN ATHLETICS PROGRAMS

Facilitator Information Sheet 2

The following questions and answers are provided to assist facilitator preparation for section III of Application Session A for Physical Activity Personnel. They are not designed to be used in the session.

(1) If interscholastic athletics are provided intermediate school boys, must they be provided for girls also if the girls are offered intramural athletics?

Yes, if there are enough girls interested to make up a team. Athletic opportunities should be comparable for females and males, and level of competition is one factor which must be considered in assessing comparability. Other factors include:

- whether the interests and abilities of girls and boys are effectively provided for
- availability of facilities and equipment
- availability of coaching, tutoring, and medical services
- availability of necessary financial resources (§86.41(c)).

(2) If young women can participate on young men's teams, why can't young men play on young women's teams?

The Title IX regulation does not require that all males' teams be opened to females while all females' teams remain closed to males. What it does require is that where overall athletic opportunities for students of one sex (male or female) have been limited in the past, students of that sex must be permitted to try out for membership on teams provided for students of the other sex, unless the sport involved is a contact sport (§86.41(b)). In most education agencies and institutions, overall athletic opportunities have been greater for males than for females; thus females would be entitled to try out for males' teams. In any case where females' overall opportunities have exceeded those of males, males would be permitted to try out for females' teams. This requirement is not intended to discriminate against males; rather it is intended to give those students who have previously suffered discrimination an opportunity to "catch up" (§86.41(b)).

(3) Won't participation in active sports with men cause women to develop bulging muscles and injure their reproductive organs?

It is androgen, the male hormone, which is largely responsible for muscular development. Therefore, even with training, most women will not develop the same bulging muscles as most men. Further, the female reproductive organs in their protected position are virtually invulnerable, and there is no evidence that strenuous athletic participation increases the likelihood of obstetrical abnormalities.

(4) If the state athletic association's policies or regulations conflict with Title IX, which has priority?

Title IX. According to §86.58, the Federal statute supersedes state or local law or other requirements.

(5) What is required for provision of equality in the scheduling of facilities for practice or for competitive events?

The scheduling of the use of athletic facilities for practice and for competitive athletic events must be done in a manner which does not discriminate on the basis of sex (§86.41 (c-iii)). To consistently provide female athletes or teams the use of a gym or other practice facility before school, while consistently providing male athletes or teams access to the same facility after school would not be sufficient to constitute equality. To consistently schedule athletic competition by males on Friday or Saturday nights while consistently scheduling females' competition on Wednesday afternoons would also not constitute equality. Times for use of facilities for practice and for competition need to be scheduled so as to provide equal access, convenience, and visibility for female and male athletes. For example, girls' and boys' basketball teams might both play on Friday nights and alternate early and late time slots over successive events (e.g., week one: girls--6:30, boys--9:00; week two: boys--6:30, girls--9:00).

(6) Suppose that equipment for boys' interscholastic teams is donated by individuals and community groups. Does the school district then have to purchase equipment for girls' teams?

Title IX requires that boys' and girls' teams must have equal access to comparable equipment. If a district accepts gifts of equipment for boys' teams, then the district must ensure that comparable equipment is provided for girls' teams. It may solicit donations of additional equipment; but, if these are not available, the district must purchase or obtain comparable equipment for girls' teams (§86.41 (c-iii)).

(7) May a school district maintain separate letter clubs for male and female athletes?

No, offering separate letter clubs for males and females would be a violation of §86.3(a). That section prohibits excluding students on the basis of sex from participating in extracurricular activities operated by the institution.

(8) Should girls' athletic awards be the same as those awarded to boys?

The automatic awarding of a letter to boys and a charm to girls would clearly be in violation of Title IX requirements (§86.41). Where schools or districts wish to accommodate possible differences in student preferences, all athletes, male and female, should be offered a choice of awards. For example, all qualifying athletes could be offered a choice of a letter jacket or a letter sweater, rather than routinely providing a jacket for males and a sweater for females.

(9) What is the responsibility of the secondary school to provide equal numbers of athletic scholarships for girls and boys?

The regulation requires that students be treated equally on the basis of sex. Whatever efforts are made for boys (i.e., contacting college athletic departments, donating space for interviews of students by scouts, etc.) should also be made for girls (§86.37(c)).

(10) Do we have to charge the same admission prices for comparable sports? (Example: boys'basketball vs. girls'basketball) Do we have to pay officials the same amount of pay for girls' and boys' comparable sports? (Example: girls' vs. boys' basketball)

You do not have to charge the same admission fees for boys' and girls' same or comparable sports. You are required to give equal pay for equal work, so if officiating girls'and boys'basketball is comparable, the compensation should be comparable (§86.54).

(11) Should the girls' basketball coach receive the same pay as the boys' basketball coach?

Payment for coaching services may not be differentiated based on the sex of the students coached or on the sex of the coach. Salary differentials for coaching services may be based on such objective factors as the number of games played, the number of coaching assistants, and the length of the season for a particular sport. They may not be based on subjective factors such as community pressure or technicality of the sport involved (§86.41(c-vi)) and (§86.54).

(12) Does the pay scale for coaches or the development of job descriptions have the two-year period to be developed, or are these areas under immediate mandate?

The two-year adjustment period for secondary and postsecondary institutions does not extend to employment sections; therefore full compliance and Federal assurances thereof were required by September 30, 1976 (§86.1).

REQUIREMENTS OF THE LAW
TITLE IX AND PHYSICAL EDUCATION

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§86.34 ACCESS TO COURSE OFFERINGS	• "GIRLS' PHYSICAL EDUCATION" and "BOYS' PHYSICAL EDUCATION" will become "STUDENT PHYSICAL EDUCATION." Elementary grades (K-6) by July 21, 1976. Secondary grades (7-12) as soon as possible but no later than July 21, 1978.*	• Review course descriptions. • Eliminate sex-designated course titles and requirements • Create or update the coeducational program for all students.
	• Physical education units of instruction required for one sex must be required for everyone.	• Establish uniform policy regarding course/unit requirements, class attendance.
	• Elective units must be scheduled on an open enrollment basis.	• Evaluate the outcomes of open access by noting class enrollment statistics (percent boys, percent girls).
	• Positive counseling regarding physical education opportunities must be in evidence.	• Establish or update counseling procedures so Title IX implications are taken into consideration. • Implement counseling processes with a positive tone and manner.
	• Grouping by ability is permitted as long as objective standards of individual performance related to the unit being studied are applied without regard to sex.	• Where course prerequisites exist, ensure that they do not have an adverse impact on members of one sex.
	*Reasons for not becoming coeducational at once must be substantiated and strategies to overcome obstacles carefully outlined in the district plan for Title IX compliance.	

Physical Activity Facilitator
Chart 1

REQUIREMENTS OF THE LAW

TITLE IX AND PHYSICAL EDUCATION

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§86.34 cont. ACCESS TO COURSE OFFERINGS	• Students may be separated by sex for actual participation in contact sports such as wrestling, boxing, rugby, ice hockey, football, and basketball. Other sports may be classified as contact sports, but permission to so label must be obtained from the Office for Civil Rights (OCR) of HEW.	• Design units of instruction for contact sports which take into consideration the students' past exposures, interest, and current abilities. • Establish policy regarding contact sports in physical education. Will students be separated by sex for actual participation? (Separation is permitted only during actual game play or skills practice which involves bodily contact.) • Consider using contact sports unfamiliar to all students as the initial coeducation activities (example: korfball). • Consider the safety of students in contact sports, and take necessary preventive measures.
	• Evaluation outcomes may not adversely affect members of one sex. All measures of skill, knowledge, or progress must be nondiscriminatory. This may mean the maintaining of separate levels of expectation until the effect of past discriminations are overcome.	• Review past programs to ascertain whether or not evaluation procedures and program expectations were different for boys and girls. • Develop immediate, short range, and long range evaluation designs based on the existing needs and abilities of the students and the long range goals of the department.
	• Students may be separated for instruction which deals exclusively with human sexuality.	• Review school policy regarding instruction in human sexuality. Recommend the alternatives which could be used to fulfill the district policy and still be in compliance with Title IX (elementary).

REQUIREMENTS OF THE LAW
TITLE IX AND PHYSICAL EDUCATION

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§86.33	• Students may be assigned one responsible adult for locker and shower room supervision and a physical education teacher for the class instructional phase.	• Work out the alternatives for supervisory duties and select the most feasible. • Orient students and the administration to the system.
	• Renovations or shared-time plans will have to be made if the facilities provided for one sex are not comparable to those provided for the other sex.	• Develop plans for needed locker room improvements or shared-time plans. Submit to the administration. • Make all necessary renovations by July 21, 1978 (secondary) or by July 21, 1976 (elementary).
§ 86.3 SELF-EVALUATION	• Philosophic tenets, programs, policies, and practices must be reviewed, analyzed for possible discriminations, and necessary changes planned and implemented so as to be in full compliance with the law as soon as possible and no later than July 21, 1976 (elementary, K-6) or July 21, 1978 (secondary, 7-12).	• Involve all staff if possible. • Provide inservice training for the staff so the law and the regulations can be understood, attitudes explicated and explored, and the process of review initiated. • Analyze the results of the institutional self-evaluation, consider alternatives and constraints, formulate plans for needed change, obtain authorization, communicate intentions, and implement the changes.
§ 86.36 DISPROPORTION IN ENROLLMENTS IN CLASSES	• Classes or units required of all students should be fairly equal in enrollment of both sexes. • Classes or units open as electives may or may not have equal representation of both sexes as enrollees.	• Review the results of compliance efforts. Analyze why classes are/are not proportionately integrated by representation of both sexes. • Review the counseling processes used to instruct students about physical education requirements, elective options, and departmental expectations.

Physical Activity Facilitator
Chart 3

REQUIREMENTS OF THE LAW

TITLE IX AND PHYSICAL EDUCATION

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.36 cont. DISPROPORTION IN CLASSES	• Classes with 80% or more enrollment of one sex must be closely scrutinized to ensure that bias does not exist in the counseling of students into such classes. • Counseling procedures, prerequisite requirements, written course descriptions, and advertisements will be perused for all classes in general and for classes with disproportionate enrollments in specific. * Note: Since the results of the Bakke case, the OCR has issued statements that there are no definite quotes implied or inferred in the Title IX regulations. Nevertheless, classes with obviously skewed enrollments would be subject to close scrutiny if an investigation is conducted.	• Maintain statistics on class enrollment makeup. Analyze why the enrollments are as they are. • Make changes as necessary to overcome any discriminatory practice, policy, or process uncovered during the reviews. • Consider individual staff member's attitudes as possible positive or negative influences on class enrollment outcomes. Provide inservice training opportunities for increasing staff understanding and capability.

REQUIREMENTS OF THE LAW

TITLE IX AND PHYSICAL EDUCATION - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECTS	POSSIBLE ACTION STEPS INDICATED
§ 86.31 EDUCATION PROGRAMS AND ACTIVITIES Specific Prohibitions	• Student aides must be selected through use of nondiscriminatory criteria/process.	• Develop and apply criteria for student aide selection which is the same for males and females.
	• Treatment of students must be the same for both sexes	• Review policy regarding boy and girl athletes as related to physical education (during season, on game days, etc.). • Adopt uniform dress requirements. (Note: This regulation is still under consideration for revision. Apparently it will be permissible to have comparable but different dress standards. Case law has yet to be established. Districts may wish to say that students are required to wear clean, safe attire suitable for the activity being pursued. This will include: tennis shoes, socks, a change of clothes which is either a pair of shorts and a shirt or a one-piece suit suitable for activity. Personal safety is the responsibility of each student, and it is recommended that protective attire be worn as needed.)
	• Afterschool use of facilities by outside agencies must be nondiscriminatory on the basis of sex if the agency is provided significant assistance.	• Establish and apply criteria for afterschool use of facilities which will ensure nondiscrimination on the basis of sex. • Check periodically to see that the policy is, in reality, working.
	• Clubs which are an outgrowth of physical education instruction (synchronized swimming, modern dance, etc.), if provided, must be provided on a nondiscriminatory basis.	• Maintain records of the positive steps taken to attract and encourage members of both sexes to join and participate in the special activites.

Physical Activity Facilitator
Chart 5

REQUIREMENTS OF THE LAW
TITLE IX AND PHYSICAL EDUCATION - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.40 MARITAL OR PARENTAL STATUS	• Students who are pregnant, have given birth to children, experienced false pregnancy, or who are recovering from terminating a pregnancy may not be excluded from any class or educational activity unless the student voluntarily requests to participate in a separate portion of a program or activity.	• Review pregnancy policy of the school/district. • Recommend any changes necessary in order to comply with Title IX and develop guidelines for participation in physical education programs. • Review special programs offered for pregnant students to ensure they include activities provided other students.
	• A physician's permission for participation may be required only if required of other students who have had temporary physical or emotional impairment.	• Review requirements for a physician's note for re-entry following any/all illnesses. • Consider requiring a physician's note for re-entry for all absences which have required the attention of a physician's services.
	• A consistent leave policy must be established which ensures that pregnancy is treated as any other temporary disability.	• Publish and publicize the leave policy for pregnant students as part of the regular leave announcements. • Review department/individual teacher's treatment of students returning from extended leave. Ensure that treatment of pregnant students or students returning after childbirth or termination of a pregnancy is the same as that expected of all students returning from a medical leave.
§ 86.51 EMPLOYMENT	• Recruitment, advertising, and the process(es) used for hiring must be free of sexual discrimination.	• Review district/school policy and process(es) for hiring. • Review job descriptions and eliminate sex stereotyping requirements/statements.
	• Decisions regarding upgrading, tenure, fringe benefits, leave policy, demotion, layoff, and rehiring must be free from sex discrimination.	• Review the policy(ies) related to these issues and the overall effect of their implementation since 1972.

REQUIREMENTS OF THE LAW

Title IX and Physical Education - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.51 cont. EMPLOYMENT		• Correct past discriminations in employment when possible and establish policy/procedure to ensure nondiscriminatory implementation/policy in the future. • Check to see that members of one sex are not adversely affected by employment policies in teaching or administrative roles.
	• No district may enter into a collective bargaining agreement which prescribes or results in discriminatory outcomes on the basis of sex.	• Review collective bargaining sections related to teacher rights and behavior.
	• Selection of teachers to receive financial aid in order to attend professional meetings and conferences, receive leaves of absence for sabbaticals,or to pursue additional training must be free from sex discrimination.	• Review policy(ies) and budget allocations related to leaves, conference selection, and reimbursement. • Publicize opportunities for district/school support for conferences, leaves, etc., equitably to all employees.
	• Social or recreational activities, if provided, must be free of sex discrimination.	• Review the patterns of traditional gatherings. • Eliminate one-sex school/agency-sponsored activities (men's golf tourney, women's auxiliary, etc.) or provide for members of both sexes (Scotch foursome tourney, etc.).
§ 86.61 SEX AS A BONA FIDE OCCUPATIONAL QUALIFICATION	• Any and all qualified candidates for employment must be considered on merit and on thorough application of nondiscriminatory criteria which do not reflect "alleged comparative employment characteristics or stereotyped characteristics of one or the other sex" or "preference based on sex of the recipient, employees, students, or other persons."	• Review the hiring policy(ies) and procedures used by the district/school and eliminate discriminatory criteria and processes. • Check to see that the overall staffing patterns reflect an affirmative action orientation.

REQUIREMENTS OF THE LAW

TITLE IX AND PHYSICAL EDUCATION - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.61 cont. SEX AS A BONA - FIDE OCCUPATIONAL QUALIFICATION	• Persons hired for locker room attendants or for supervision and maintenance of toilet facilities used only by members of one sex may be hired with sex as a bona fide occupational qualification.	• Realize that it is permissible to hire male locker/bath attendants for the boys' locker room duties and females for the girls' locker/bath areas.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS	• Interscholastic sports, intramurals, and/or club sports shall be provided equitably to members of both sexes in accordance with their needs, interests, and abilities.	• Review past and existing programs, policies, procedures and gather baseline data. • Survey students, parents, administration, and staff to determine needs, interests, abilities, and feasibility for sports program decisions. • Establish sports program offerings in accordance with decisions made in response to baseline data analysis and survey results.
	• Separate teams may be provided if selection for the team(s) in question is based on competitive skill or if the activity involved is a contact sport.	• Establish tryout prerequisities in keeping with nondiscrimination requirements of the Title IX regulation.
	• If a school offers a team for one sex but does not offer a team for the other sex in the same sport, members of the excluded sex must be allowed to try out unless overall athletic opportunities have not been limited in the past or the activity is a contact sport.	• Periodically review the process, policy(ies), and procedures used in establishing the sports program offerings.
	• Equal opportunities in interscholastic, intramural, and/or club sports for members of both sexes must be provided. Determining equality of opportunity will require answers to these or similar questions:	
	1. Do the sports program offerings effectively accommodate the interests and abilities of members of both sexes?	• Have evidence of student interests and levels of ability on hand (surveys, past participation statistics, etc.).
	2. Are the equipment and supplies provided for athletic teams adequate for their needs and suitable for the services needed?	• Work toward offering comparable levels of competitive teams in like sports. • Have evidence of purchasing policy(ies) and procedures used by the coaches to equip and supply teams they lead.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS		• Review the various services provided to ensure that they are equal (example: whirlpool and tape for male teams? Then whirlpool and tape for females; etc.). • Maintain inventories of equipment and supplies used by each team.
	3. Do schedules of games and practice sessions reveal that equal opportunity for the number of contests exists in like sports, students all have opportunities to play before an audience, and that "prime time" and adequate/best facilities are shared for practice sessions and contests?	• Review schedules with emphasis on those sports for which separate but equal teams are provided. Guarantee that in like sports all scheduling for practice and games is equitable. • Make corrective steps, if needed, as far as possible, but by July 21, 1978 without fail (secondary, 7-12). Indicate why delays are necessary and have on file as part of the district plan made as a result of the self-evaluation process.
	4. Are travel arrangements and per diem allowance similar and adequate?	• Realize that parity of spending is not required by the Title IX regulation, but that equal services are. Therefore, if transportation is provided to some teams, the service should be provided for all. • Review and establish equal policy regarding travel and per diem provided players and coaches.
	5. Are the coaches of comparable skill?	• Make every effort to find the best qualified coach for each and every team. Avoid discriminatory behavior by providing highly-skilled coaches for teams of one sex and inexperienced ones for the other sex.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS	6. Do coaches receive comparable assignments and compensation?	• Review salary scales for afterschool activities. Create justifiable, equitable formulas which guarantee equal pay for equal or comparable work. • Eliminate any policy which allows members of one sex to accrue more stipends and thus a higher gross than members of the other sex. • Review policy(ies) regarding released time from instructional or administrative duties. Equate opportunities for released time for female and male staff who qualify. • Maintain records of what funds are paid to whom for what services as related to athletics and afterschool sports activities
	7. Are the locker rooms, practice and competitive facilities provided on an equitable base?	• Schedule teams in like sports to use the same or comparable facility for practice and competition. • Eliminate titles such as "girls' gym" and "boys' gym." • Place sports practices and games in the best suited facility. • Eliminate obvious discrimination features of facilities with all possible dispatch. File the timelines for needed renovations in the district compliance statement.
	8. Are the training and medical services provided equitably to all teams?	• Review the access that students of each sex involved in athletics have to medical and training services.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 ATHLETICS		• Eliminate discriminating practices by ensuring that insurance coverage provided by the school is equitable in like sports, medical examination process the same for all athletes, and that training services and supplies are provided adequately to male and female athletic teams. • Review the training process made available for student trainers. If members of one sex are sent to inservice training provided by commercial enterprise, plan to send members of the other sex so the level of expertise is similar for all student trainers. • Realize that if a professional adult trainer is employed by the school, policy and practice must be set so that each and all athletes are treated equitably, should the need arise.
	9. Are housing and dining services and facilities equitable?	• Realize that most schools (grade K-12) do not have housing and dining services provided on a regular basis. • Review the policy and practice followed regarding food and lodging for away games and playoffs Make sure no discriminatory practices of differential treatment on the basis of sex exist. Correct all that do.
	10. Would review of efforts to publicize all athletics reveal equitable treatment of boys' and girls' teams?	• Review student publications to determine what treatment has been given both boys' and girls' athletics. • Provide information and training to student body groups as to the necessity for equitable treatment of all school teams. • Review local media coverage. Equal coverage is required.

Physical Activity Facilitator Chart 12

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS		• Review the pep rallies conducted in the past and scheduled for the future. Make sure that rallies are scheduled for both girls' and boys' teams.
		• Keep records of the pep rallies, cheerleader services, pep band performances, etc. and be able to demonstrate that both girls' and boys' teams receive equal opportunity for support and prestigious recognition/publicity.
	• Realize that aggregate expenditures need not reflect parity, but that the kinds of services provided teams should be equitable.	• Maintain records of policies, practices, and procedures used in financing all after-school sports.
		• Balance budget where needed in order to provide equitable supplies, services, and support.
	• All athletic programs must comply with the Title IX regulations by July 21, 1976 (grades K-6), and by July 21, 1978 (grades 7-12).	• Assess the current status of all athletic programs in § 86.3 and plan the changes necessary.
		• Implement the plan.
		• Maintain a record of the projected timetable for change and the steps taken to accomplish the needed modifications.
§ 86.6 EFFECT OF OTHER REQUIREMENTS	• No league, section, or state regulations may supersede the Title IX regulations unless they are more stringent. League, district (region/section), or state regulations governing athletic eligibility for participation in programs may not be in conflict with the Title IX regulation.	• Review all athletic rules and bylaws to which the school subscribes.
		• Eliminate all areas of conflict and make equal opportunities for each and every student to participate in athletic programs.

Physical Activity Facilitator Chart 13

REQUIREMENTS OF THE LAW

TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.6 EFFECTS OF OTHER REQUIREMENTS		• Realize that critical areas of concern will include: numbers of teams and sports to be offered, numbers of allowable contests and lengths of seasons, play offs and processes for establishing champions, awards and recognitions to be provided, requisites for eligibility, and representation on governance bodies. • Eliminate all existing discriminations and take action to overcome past discriminatory practices by providing affirmative action opportunities, involving women in the governance process, and making inservice training opportunities available in order to develop leadership/coaching skills in parties (male and female) interested in furthering the sports programs for the sex which has been denied opportunities in the past.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS - Ancillary Concerns

PERTINENT SECION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.31 (b) EDUCATIONAL PROGRAMS AND ACTIVITIES	• Awards and recognition bestowed for performance in athletics must be the same for boys and girls.	• Review award and recognition practices and make them comparable.
	• Activities and clubs related to intramurals, club sports, and athletics such as letter-person's clubs, athletic associations, or intramural clubs may not be offered on a single-sex basis.	• Review clubs related to sports. Merge when necessary by reidentifying the purposes, policies, and practices to be provided by the clubs and/or associations. Establish criteria (which are the same for boys and girls) for entry to honors groups. • Move from GAA's (Girls' Activities Association) to SAA's (Student Activities Association).
	• Rules of behavior, standards of compliance, and penalties for violations must be the same for students in like sports.	• Have coaches of all like teams (basketball, swimming, tennis, etc.) meet and agree on standards of behavior to be expected of students on boys' and girls' teams, establish parameters for enforcement of these standards, and appeal processes to be followed.
	• Rules related to training requirements, grade point maintenance, and appearance must be the same for students in like sports.	• Consider establishing departmentwide policies which are uniform or allowing each coach to be autonomous in regard to these areas. Should the autonomous decision be reached, then coaches of like sports would still need to arrive at a consensus or agreeable compromise which could be applied equitably to all boys and girls participating in the teams of like sports.
	• Support groups such as cheerleaders, song leaders, drill teams, and pep squads must be open to enrollment from members of both sexes.	• Review criteria for current selection process. • Modify as needed in order to encourage and allow membership on the part of the sex which has previously been excluded from trying out.

Physical Activity Facilitator Chart 15

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.31 (cont.) EDUCATIONAL PROGRAMS AND ACTIVITIES		• Provide positive counseling for students regarding the open enrollment policy. • Maintain records of the students who tried out for sports and those who were selected. • Review the outcomes of the process and revise as needed in order to overcome past/existing discriminations.
§ 86.40 MARITAL OR PARENTAL STATUS	• Students who are pregnant, recovering from childbirth or termination of pregnancy cannot be denied access to educational programs (which includes athletics). No special physician's permission can be required unless required of all students who are returning from a temporary impairment.	• Review existing policies/standards related to pregnant students and athletics. • Revise as needed. • Review the overall requirements for re-entry to afterschool programs following a temporary impairment and modify so as to be consistent with the Title IX regulation.
§ 86.51 EMPLOYMENT	(Refer to physical education - ancillary concerns charts 5 - 8) • Overall staffing patterns should not reflect adversely on one sex. • Based on a clarification memorandum published by HEW in September 1976, administrative posts related to athletics should not reflect an adverse effect on members of one sex. Therefore, the hiring of athletic directors should be based on equitable criteria which, when applied, will ensure the hiring of qualified administrators representative of both sexes.	(Refer to physical education - ancillary concerns charts 5-8) • Resist hiring only members of one sex. Attempt to meet the program needs by seeking qualified candidates of both sexes. • Review the outcomes of current staffing policies. Modify or design a program of affirmative action to overcome any discriminatory practices which may exist. • Consider using codirectors or having separate athletic directors at least during the adjustment period (1975-78) so that both departments have equitable input during the critical time of coming into compliance.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS - Ancillary Concerns

PERTINENT SECTIONS OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.54 COMPENSATION	• Districts must pay equal wages for equal or comparable work.	• Conduct a time study to determine an average number of hours spent in conducting afterschool sports programs. • Formulate nondiscriminatory criteria to be considered for afterschool compensation stipends. • Construct a salary scale for all afterschool functions. • Review the internal consistency of wage scales. • Apply equitably to all employees in light of their responsibilities.
§ 86.66	• Only locker/bathroom attendants may be hired based on sex. • All coaching positions must be open to candidates from either sex and (86.41) the best qualified must be hired.	• Review existing job descriptions and remove sexist qualifications such as "must be personally responsible for locker room discipline," etc. • Advertise and hire in accordance with Title IX mandates and establish separate locker room supervisory duty assignments should a member of the opposite sex be hired to coach an all-girl team or vice versa.

PHYSICAL ACTIVITY FACILITATOR
CHART 18

PHYSICAL ACTIVITY OBJECTIVES FOR FEMALE AND MALE STUDENTS

Exercise A.

Directions: Listed below are eight possible objectives for physical education and eight different objectives for athletic programs. Rank each column from 1 to 8 with #1 being the most important. List other possible objectives at the bottom of the page but do not include them in your ranking exercise.

Physical Education OBJECTIVES-- For students to develop:	Ranking For P.E.	Ranking For Athletics	Athletic Program OBJECTIVES— For students to provide:
A. A positive sense of competition			A. Entertainment
B. Gracefulness and effective body management			B. Opportunities for the gifted
C. A high level of skill in many sports			C. Training for sports scholarship candidates
D. A sense of cooperation and responsibility			D. Sports services for the largest number of students possible
E. Social skills and recreational opportunities			E. A laboratory for positive character development
F. Optimal physical fitness levels of performance			F. Competitive experience in a wide variety of sports
G. Varsity athletic calibre skills			G. Championship experiences in a limited number of sports
H. Positive values related to physical education concerns			H. An extension of the physical education instructional program

OTHERS: (Do Not Rank)

_____

_____

_____

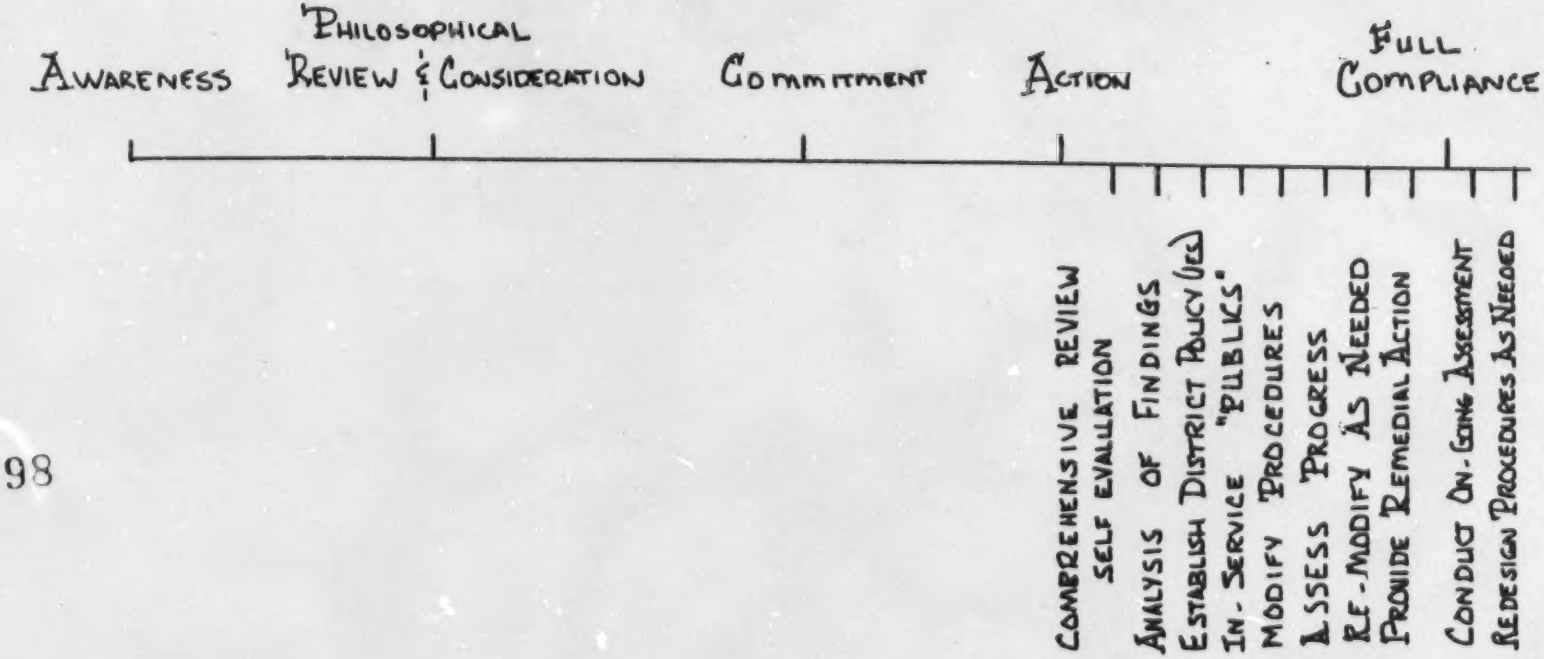
OTHERS: (Do Not Rank)

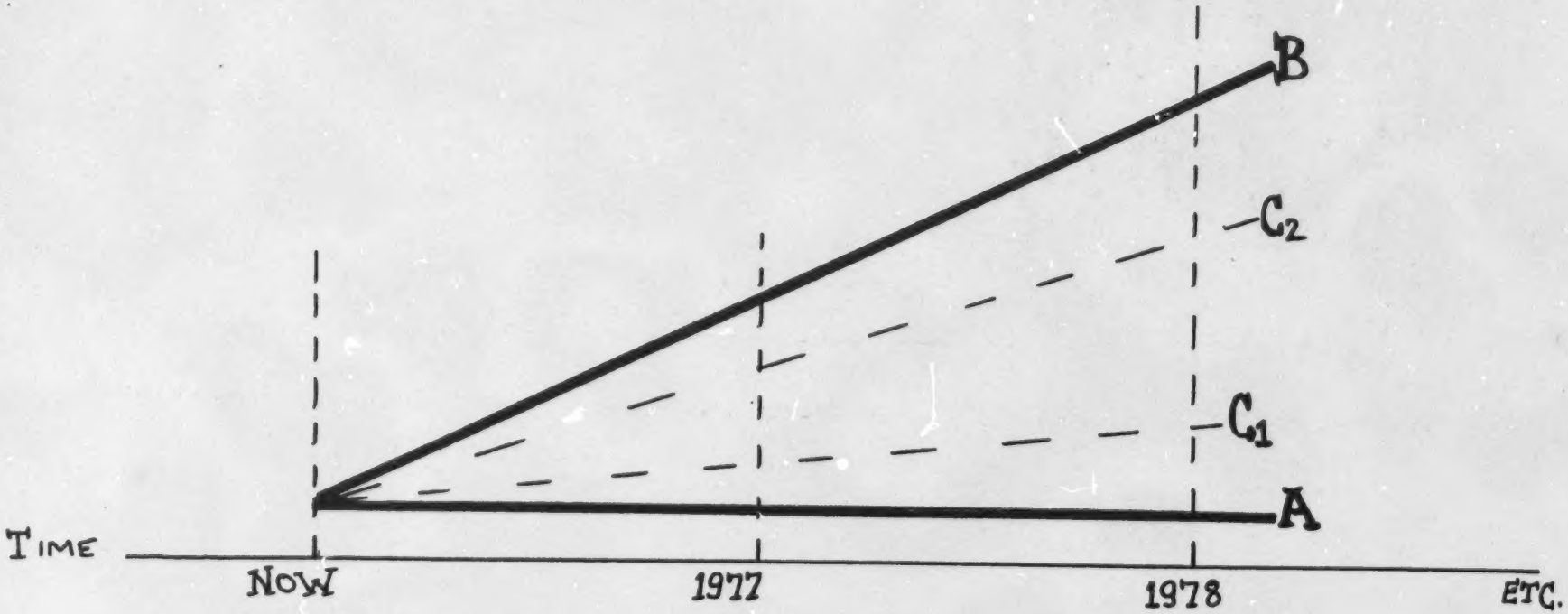
_____

_____

_____

CHANGE -- A SUGGESTED CONTINUUM





A SUGGESTED MODEL FOR CHANGE . . .

THE C's IN CHANGE

- THE COMMITMENT OF THE PERSONS INVOLVED
- THE COMMUNICATION OF OUR GOALS
- THE COOPERATION RECEIVED/ GIVEN BY ALL INVOLVED
- THE CONCENTRATION EVIDENCED BY THE TIME ACTUALLY SPENT WORKING TOWARD ACHIEVING THE IDENTIFIED DESIRED OUTCOMES (SEE LINE B)
- THE COMPASSION EXTENDED TOWARD ONE ANOTHER AS VARYING VIEWPOINTS/ PHILOSOPHIES/ STRATEGIES ARE EXPLORED
- THE DEGREE OF CARING WHICH IS DEMONSTRATED ON AN ON-GOING BASIS AS CHANGE IS ATTEMPTED

Chart 21

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR ACTION

Outline for Application Session B for
Physical Activity Specialists

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS:
ANALYZING AND PLANNING FOR ACTION

Application Session B

Session Specifications

Session population: Physical educators, coaches, athletic directors, and related administrators of local education agencies

Session objectives: The objectives for Application Session B include:

- to provide participants with positive images of sex equity in physical activity programs
- to provide participants with methods of assessing physical activity programs and the needs for change
- to provide participants with multiple atlernatives for modifying programs which can increase the quality of the program as well as the equity provided for students
- to provide participants with an opportunity for developing the first steps of an action plan for use in their back-home situations

Time required: Three hours

Materials needed:

For participant use (ALL PARTICIPANTS): (sheets identified by PAW numbers)

- "An Equal Chance Through Title IX: An Analysis Sheet"--Physical Activity Worksheet PAW-7 (attached to this session outline)
- "Suggestions for Action Steps"--Physical Activity Worksheet PAW-8 (attached to this session outline)
- "My Action Plan"--Physical Activity Worksheet PAW-9 (attached to this session outline)

For participant use (Alternatives for Change: Elementary Physical Education subgroup): (sheets identified by PE numbers)

- "Physical Education Assessment: 'What Is' 'What Can Be'"--Physical Activity Worksheet PE-1 (attached to this session outline)
- "Establishing Action Strategies and Priorities"--Physical Activity Worksheet PE-2 (attached to this session outline)

For participant use (Analyzing Program Alternatives: Secondary Physical Education subgroup): (sheets identified by PS numbers)

- "Physical Education Assessment: 'What Is' 'What Can Be'"--Physical Activity Worksheet PS-1 (attached to this session outline)

- "Physical Education Program Options and Implications"--Physical Activity Worksheet PS-2 (attached to this session outline)
- "Basic Orientations to Physical Education Programming"--Physical Activity Worksheet PS-3 (attached to this session outline)
- "Scheduling of Classes and Facilities for Physical Education Programs"--Physical Activity Worksheet PS-4 (attached to this session outline)
- "Evaluation in Physical Education"--Physical Activity Worksheet PS-5 (attached to this session outline)
- "Developing a Model for Student Physical Education-A Summary of Continuums" Physical Activity Worksheet PS-6 (attached to this session outline)
- "Establishing District Strategies and Plans"--Physical Activity Worksheet PS-7 (attached to this session outline)

For participant use (Analyzing Program Alternatives: Athletics subgroup): (sheets identified by PA numbers)

- "Competitive Athletics Assessment: 'What Is' 'What Can Be'"--Physical Activity Worksheet PA-1 (attached to this session outline)
- "Creating a Student Interest Survey Form"--Physical Activity Worksheet PA-2 (attached to this session outline)
- "Designing a Survey Form"--Physical Activity Worksheet PA-3 (attached to this session outline)
- "Coach James Case: Briefing Sheet"--Physical Activity Worksheet PA-4 (attached to this session outline)
- "Coach James Case: Robert Welsh"--Physical Activity Worksheet PA-5 and accompanying answer sheet PA-5A (attached to this session outline)
- "Coach James Case: Ann Brosh et al"--Physical Activity Worksheet PA-6 and accompanying answer sheet PA-6A (attached to this session outline)
- "Coach James Case: Jeffry Evans"--Physical Activity Worksheet PA-7 and accompanying answer sheet PA-7A (attached to this session outline)
- "Coach James Case: Jack Ramsey"--Physical Activity Worksheet PA-8 and accompanying answer sheet PA-8A (attached to this session outline)
- "Coach James Case: Analysis Form"--Physical Activity Worksheet PA-9 (attached to this session outline)

For facilitator use:

- "An Equal Chance Through Title IX: An Analysis"--Facilitator Information Sheet 3 (attached to this session outline)

- A chart (on newsprint, acetate transparency, or chalkboard) on "Systematic Steps for Program Changes and Title IX Implementation" (attached to this session outline)

- Charts on "Model Program Development" (attached to this session outline)

- Charts on "Developing a Model for Student Physical Education" (attached to this session outline)

- Charts on "Equalizing Athletic Opportunities" (attached to this session outline)

- Charts on "Effective PR" (attached to this session outline)

- Chart on "Achieving Sex Equity in Physical Education and Athletics: A Summary" (attached to this session outline)

Facilitators required: The general session sections, I, IV, and V, can be conducted by a single person. Three facilitators are necessary for the subgroup sessions outlined in Section II. These facilitators should possess subject matter expertise and group process skills, and be representatives of sex-racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials

- review suggested lecturettes and adapt them to accommodate unique group needs and facilitator style

  - "Review of Systematic Steps for Program Changes and Title IX Implementation" (see elementary physical education subgroup section A of this outline)
  - "What Will Be" (see elementary physical education subgroup section C of this outline)
  - "Systematic Steps for Program Change and Title IX Implementation: A Secondary School Emphasis" (see secondary physical education subgroup section A of this outline)
  - "Characteristics of a Model Program" (see secondary physical education subgroup section C of this outline)
  - "Systematic Steps for Program Change and Title IX Implementation: An Athletics Emphasis" (see athletics subgroup section A of this outline)
  - "How to Discover 'What Is' and 'What Could Be'" (see athletics subgroup section C of this outline)
  - "Individual Action Planning" (see section IV-B of this outline)
  - "Summary and Closing Comments" (see section V-B of this outline)

- prepare charts/transparencies as listed in the "materials for facilitators" section of this outline

- "Systematic Steps for Program Changes and Title IX Implementation" (all participants)
- "Model Program Development" (elementary subgroup)
- "Developing a Model for Student Physical Education" (secondary subgroup)
- "Equalizing Athletic Opportunities" (athletics subgroup)
- "Effective PR" (all participants)
- "Achieving Sex Equity in Physical Education and Athletics: A Summary" (all participants)

Group size: flexible

Facilities required: One large meeting room to accommodate expected number of participants; two additional break-out rooms to accommodate the three subgroups; movable tables and chairs which will facilitate small group work.

Equipment and supplies required: A 16mm projector, take-up reel (for a 25 minute film), screen; three overhead projectors and suitable projection surfaces; chalkboard and chalk, or newsprint and marker; pencils for each participant

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS:
ANALYZING AND PLANNING FOR ACTION

APPLICATION SESSION B
For Physical Activity Personnel
Session Agenda

I. IMAGES OF SEX-INTEGRATED PROGRAMS* — TIME REQUIRED: 40 MINUTES

A. Opening comments (5 minutes)
B. Film - "An Equal Chance Through Title IX" (22 minutes)
C. Total group discussion (10 minutes)
D. Introduction to special interest groups (3 minutes)

II. ANALYZING ALTERNATIVES** — TIME REQUIRED: 70 MINUTES

- Subgroup One: Elementary Physical Education

"Alternatives for Change--Elementary School Physical Education Group" — TIME REQUIRED: 70 MINUTES

A. Lecturette--Review of "Systematic Steps for Program Change and Title IX Implementation" (15 minutes)
B. Individual activity--"Program Diagnosis for Sex Equity" (5 minutes)
C. Total group processing (15 minutes)
D. Lecturette--"What Will Be" (5 minutes)
E. Questions and answers (5 minutes)
F. Group activity--"Establishing Action Strategies and Priorities" (20 minutes)
G. Summary comments (5 minutes)

- Subgroup Two: Secondary Physical Education

"Analyzing Program Alternatives--Secondary School Physical Education Group" — TIME REQUIRED: 70 MINUTES

A. Lecturette--"Systematic Steps for Program Change and Title IX Implementation: A Secondary School Emphasis" (10 minutes)
B. Assessing programs for sex equity (15 minutes)
   1. Individual activity--"Physical Education Program Assessment" (5 minutes)
   2. Total group processing (10 minutes)
C. Application of change process in physical education programs (35 minutes)
   1. Small group activity--"Building a Sex Equitable Physical Education Program" (20 minutes)
   2. Total group processing (10 minutes)
   3. Lecturette--"Characteristics of a Model Program" (3 minutes)
   4. Questions and answers (2 minutes)

*Note: An optional approach for these sessions would be to conclude session A with the film and start session B with the discussion on change.

**Two or three subgroups working simultaneously in different rooms

D. Developing action plans (8 minutes)
   1. Individual activity--"Action Planning" (4 minutes)
   2. Paired conversations (4 minutes)
E. Summary comments (2 minutes)

- Subgroup Three: Athletics

"Analyzing Program Alternatives--Athletics Personnel" TIME REQUIRED: 70 MINUTES

A. Lecturette--Systematic Steps for Program Change and Title IX Implementation: An Athletics Emphasis" (10 minutes)
B. Assessing sex equity in athletics programs (10 minutes)
   1. Individual activity--"Assessing Sex Equity in Athletics Programs" (5 minutes)
   2. Total group processing (5 minutes)
C. Lecturette--"How to Discover 'What Is' and 'What Could Be'" (10 minutes)
D. Creating a student interest survey (15 minutes)
   1. Small group activity--"Criteria for a Student Interest Survey" (8 minutes)
   2. Total group processing (7 minutes)
E. Title IX problem solving (20 minutes)
   1. Individual activity--"The Coach James Case" (5 minutes)
   2. Small group discussions (10 minutes)
   3. Total group sharing (5 minutes)
F. Summary comments (5 minutes)

III. BREAK TIME REQUIRED: 10 MINUTES

IV. ACTION PLANNING FOR SEX EQUITY (ALL PARTICIPANTS) TIME REQUIRED: 50 MINUTES
A. Total group reporting (15 minutes)
B. Lecturette--"Individual Action Planning" (10 minutes)
C. Individual activity--"My Action Plan" (10 minutes)
D. Small group activity (10 minutes)
E. Total group processing (5 minutes)

V. EVALUATION AND CLOSING TIME REQUIRED: 10 MINUTES
A. Completion of evaluation sheets (5 minutes)
B. "Summary and Closing Comments" (5 minutes)

TOTAL TIME REQUIRED:180 MINUTES

I. IMAGES OF SEX-INTEGRATED PROGRAMS TIME REQUIRED: 40 MINUTES

(A) Opening comments	(5 minutes)
(B) Film--"An Equal Chance Through Title IX"	(22 minutes)
(C) Total group discussion	(10 minutes)
(D) Introduction to special interest groups	(3 minutes)

Purposes of the activity:

The purposes of this activity are:

- to introduce any facilitator(s) who may be new to the participants
- to provide participants with an overview of Application Session B for Physical Activity Personnel
- to provide participants with images of sex-integrated programs
- to provide participants with an introduction to the special interest groups included in Application Session B for Physical Activity Personnel

Materials needed:

For participant use:

- "An Equal Chance Through Title IX: An Analysis Sheet"--Physical Activity Worksheet PW-7 (attached to this session outline)

For facilitator use:

- the film "An Equal Chance Through Title IX" (a copy will be provided by the CCSSO staff)
- Analysis of "An Equal Chance Through Title IX"--Physical Activity Facilitator Information Sheet 2 (attached to this session outline)

Facilitator preparation required:

The facilitator should:

- thoroughly review both application session outlines and participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style
- preview the film "An Equal Chance Through Title IX" (AAHPER: Washington, D.C., 1977)
- read and study the script analysis to "An Equal Chance Through Title IX"

- arrange for the use of a working 16 mm film sound projector and screen

Procedure:

A. Opening comments (5 minutes)

The purposes of this activity are to review the content provided in Application Session A for Physical Activity Personnel, to outline the plans for Application Session B, to provide participants with images of sex-integrated programs, and to consider the implications of sex-integrated programs for the participants' schools.

The session opens with a joint activity for all participants who have elected to work in the Physical Activity Application Session. After 40 minutes of total group activity, the session outline provides for breaking the group into three subgroups for:

- elementary school physical education personnel
- secondary school physical education personnel
- athletics personnel

The session outline provides 70 minutes for independent activity in the three groups. It is important to note when the available facilities, number of facilitators, or number of participants do not justify or permit three subgroupings, it is suggested that only two outlines be used--one for secondary school physical education personnel and one for athletics staff.

The facilitator and any persons assisting with the session should be introduced if they have not been introduced before. After this has been accomplished, the facilitator should review the activities of Application Session A and the plans for Session B. The following comments would be appropriate:

"In Application Session A we concentrated on reviewing the requirements of the Title IX regulation, checking and extending our skills for identifying discrimination, considering our philosophies of physical education programs, and identifying the pros and cons of merging girls and boys in physical education programs. As we went through these activities, we realized that the attitudes of students, parents, and other physical educators toward sex-segregated programs represent every point on the continuum of human behavior--there are people who want immediate action, and those who want to maintain the status quo and avert the law and its requirements.

"We find ourselves faced with the situation that Title IX is the law of the land, but there is little specification of the process(es) we might pursue in order to come into compliance with the law. We must review our programs to determine if sex discrimination and bias exist. If it does exist, we must change our programs to meet the standards of nondiscrimination. Since most of us discovered that there are as many ways to change as there are people and combinations of people, it is important that we establish a common frame of reference for considering those changes which may be most desirable for our situation.

"During Session B we plan to continue to explore the many alternatives from which we can develop a plan for change. The focus of the session will be on the practical alternatives which may be used for achieving sex equity.

"To accomplish this task we will spend some time together considering how sex-integrated programs might look. In this way we can explore 'What Can Be' in our physical activity programs. Then, we'll break into three separate goups (two groups) and consider the 'hows' of moving from 'What Is' to 'What Can Be.' During this time we'll be working in three (two) groups--elementary school physical education, secondary school physical education, and athletics.

"Let's begin our task by thinking about the question 'What Can Be.' Change begins with a realization of the need for change and an image or vision of what changes we want to make. If we are not clear about where we are going, it is unlikely that we will be able to accomplish any significant change.

"At this time we're going to view a film prepared by the American Alliance for Health, Physical Education, and Recreation which is designed to give us some images of 'What Can Be.' You will view programs which schools are currently developing to implement the merging process which is necessary to comply with Title IX. You will see real programs; there was no attempt to 'stage' the action.

"Before we see the film, please take out the worksheet entitled 'An Equal Chance Through Title IX: An Analysis Sheet.' We have asked you to consider six questions:

- *What are your general reactions to the film?*
- *What assumptions and operating guidelines seemed to be made about students and the physical activity programs depicted in the film?*
- *What assumptions did you think are being made about the similarities and differences of female and male students?*
- *What positive values do you believe would result from these programs?*
- *How could the programs or aspects of the programs depicted in the film be adapted and/or incorporated in your physical activity program?*
- *What problems, if any, would you anticipate in implementing these programs or features of these programs in your schools?*

"Try to keep these questions in mind as you view the film. After the film, we'll discuss these questions in the total group."

B. Film--"An Equal Chance Through Title IX" (22 minutes)

The facilitator(s) should show the film.

C. Total group discussion (10 minutes)

After the film has been shown, the facilitator should ask the participants to take a couple of minutes to jot down their answers to the questions provided on the worksheet. When this has been completed, the facilitator should process the reactions of the group. The questions on the worksheet can be used as the basis for this processing. It may be

useful to urge the group to focus on the programs or program aspects that could be used in their schools.

During this processing it is not necessary or desirable to hear all of the responses of participants. The goal should be to obtain a sample of participant responses and then prepare the group for the next activity.

D. Introduction to special interest groups (3 minutes)

After participants have spent about 10 minutes discussing the film, an announcement as to the location of the subgroup meetings should be made. Participants should then be asked to move to those locations.*

*Note: The material in this section permits the division of the participants into three subgroups--elementary physical education, secondary physical education, and athletics. When this is not convenient, the participants should be divided into two groups using the design for secondary physical education and athletics.

II. ALTERNATIVES FOR CHANGE--ELEMENTARY SCHOOL PHYSICAL EDUCATION GROUP

TIME REQUIRED: 70 MINUTES

(A)	Lecturette--"Review of Systematic Steps for Program Change and Title IX Implementation"	(15 minutes)
(B)	Individual activity--"Program Diagnosis for Sex Equity"	(5 minutes)
(C)	Total group processing	(15 minutes)
(D)	Lecturette--"What Will Be"	(5 minutes)
(E)	Questions and answers	(5 minutes)
(F)	Group activity--"Establishing Action Strategies and Priorities"	(20 minutes)
(G)	Summary comments	(5 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with alternative methods of analyzing elementary school physical education programs and identifying goals for change efforts
- to provide participants with exposure to multiple alternatives for modifying programs which can increase the quality of the program as well as the equity provided for students
- to provide participants with an opportunity for developing the first steps of an action plan for use in their back-home situations

Materials needed:

For participant use:

- "Physical Education Assessment: 'What Is'_____'What Can Be'"-- Physical Activity Worksheet PE-1 (attached to this session outline)
- "Establishing Individual Strategies and Priorities"--Physical Activity Worksheet PE-2 (attached to this session outline)

For facilitator use:

- a chart (on newsprint or acetate transparency) of "Systematic Steps for Program Change and Title IX Implementation"
- charts (on newsprint or acetate transparency) of "Model Program Development" (see Activity D in this session outline)
- newsprint and marker or chalkboard and chalk

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested lecturettes and comments, and adapt them to fit unique needs of the group and facilitator style
- prepare the charts listed in the materials needed portion of this session outline
- arrange for an overhead projector if acetate transparencies are to be used

Procedure:

A. Review of "Systematic Steps for Program Change and Title IX Implementation"--An Elementary School Physical Education Perspective (15 minutes)

The purpose of the elementary school physical education session is to provide the interested participants with a framework for change within the elementary school physical education setting. The activities outline a process which may be used in the adoption/modification of programs with respect to the provisions of sex equity. A basic consideration throughout the session is the inextricable relationship between programs that are equitable and programs that are of a sufficient level of quality to meet the needs of all students. Although it is possible to have low quality programs that are nondiscriminatory, it is highly unlikely that they would meet any standard of equity. The facilitator should keep this in mind throughout the session and make this point with the group when appropriate.

After welcoming those who have an elementary school physical education interest to the small group session, the facilitator may wish to begin by making these suggested comments:

"Once an understanding of the law and its regulation is reached, then individuals and/or districts must move on with the business of self-evaluation, identification of existing discriminations, and the implementation of any needed changes. During Application Session A, we discussed a change model and some of the skills necessary to initiate effective change. In this session, we will strive to apply the 'common sense' systematic steps for program change and Title IX implementation as they relate to elementary physical education."

The facilitator should then display the chart entitled "Systematic Steps for Program Change and Title IX Implementation." If an overhead projector is used, cover all of the chart except the box "What Is." If newsprint is used, point to the box marked "What Is."

Suggested lecturette:

STEP ONE: 'WHAT IS'

"As we begin to consider 'What Is,' it is useful if we try to think of the three major components of a physical education program--the characteristics of the program, the characteristics of the instructional staff, and the available facilities and equipment.

"With respect to the characteristics of the program, we need to consider:

- the goals of the program
  - Is it sports centered?
  - Is it child centered?
  - Is it recreationally centered?
  - Is it movement education centered?
- the policies governing the programs
- the sequence of the program
- the amount of time available to the program
  - during school hours?
  - after school hours?
- the sex composition of instructional and recreational activities
  - Are classes conducted in sex-segregated groupings?
  - Are classes conducted in sex-integrated groupings?

"Our second consideration is the characteristics of the instructional staff. Here we need to determine:

- the background and expertise of staff
  - Are they classroom teachers?
  - Are they physical education specialists?
  - Are they instructional aides?
- the possible groupings of staff
  - Are classes conducted by individual instructors?
  - Are classes conducted by team instructors?
  - Are classes conducted by a combination of individual and team instructors?
  - Are all instructors one sex?
  - Do instructors provide for role modeling by both sexes?
- the personal styles of instructional staff
  - Are they open to learning?
  - Are they enthusiastic?
  - Are they up-to-date in the field?

"Our last consideration for determining 'What Is' is the amount and characteristics of facilities, equipment and resources. In thinking about facilities, equipment, and resources we need to determine:

- the nature of all available facilities
- the availability of equipment and supplies
- the available resources for equipment and facilities"

The facilitator should then move the transparency cover to reveal the box--"What Can Be," or point to this box on the chart.

STEP TWO: 'WHAT CAN BE'

"After we've analyzed the 'What Is' in our programs, we then need to consider 'What Can Be.' During the past few minutes we explored a few of the alternatives from which we have to choose. We can determine whether our priorities should be devoted to working with the program, the staff, the equipment and facilities, or as in most instances all three. We need to know our priorities for change--whether it's in the area of programs, staff development, or facilities and equipment--and the priorities within each of these categories.

"When you're developing your ideas of 'What Can Be,' begin with your own visions of what needs to be changed. If you were to view your ideal physical education activities a year from now, how would they be changed? What things would you/your students be doing? It is important that we work to extend ourselves as we think of 'What Can Be.'

"As we consider the possible outcomes of our evaluation of 'What Is' and 'What Can Be,' we can make one of three choices. We can:

- Retain 'As Is'

  Our evaluation process may reveal that there is no sex discrimination or sex bias in evidence and that all students are receiving services that meet their needs. If this is the case, the staff may elect to continue as before.

- Minimal Modification

  Our evaluation may reveal that physical education classes for grades K-3 are nondiscriminatory and nonsex biased. In addition, the basic concepts of movement education and problem solving are emphasized, thus allowing each student to progress at her/his own individual rate. This would be in compliance with the Title IX regulation.

  When we considered grades 4-6, however, we discovered that instruction is provided in a sex-segregated environment with the boys receiving instruction in team sports and the girls receiving instruction in a less strenuous program. Such a finding dictates the need for immediate modifications in accordance with the Title IX regulation as discussed in Application Session A.

• *Extreme Modification*

Our evaluation may reveal that some form of sex discrimination and sex bias is apparent at all levels. This is evident in the activities provided students when boys are being allowed to pursue robust, strenuous activities while the girls are being encouraged not to overexert. Or we may find sex-segregated classes where boys receive instruction or gaming opportunities, and the girls are relegated to lesser activities. If this is the reality of the situation in our schools, there is need for a new commitment to equity in physical education, quality physical education, revision of teacher/public attitudes, and restructuring of the curriculum.

As our agenda reveals, we will discuss this extreme modification when we deal with the two lecturettes 'What Will Be' and 'Implementing the Plan, Evaluating and Recycling.'"

The facilitator should move the transparency cover to reveal the box "What Will Be " or point to the appropriate box on the chart.

STEP THREE: 'WHAT WILL BE'

"After we've envisioned some of the possible 'What Can Be' alternatives, we must face the reality of existing constraints, and move to Step Three, 'What Will Be.'

"If the communication is honest, open and accurate as you assess 'What Is,' and if alternatives are explored and a consensus or agreeable compromise is reached regarding 'What Can Be,' then you are ready to consider the restraints of 'What Will Be.' Many dreams for excellence have been ruined as we've faced the realities of the limited availability of personnel, negative community attitudes, budget limitations, and opposition to change. If we are to attain our goals for excellence, we must often pursue the smaller, tangible steps for change in order to achieve the desired long range goals.

"Title IX can serve as a positive stimulus to help prod recalcitrants toward philosophic, program, and process review, and possible renovation or revision so as to benefit the overall educational opportunities for all students. Enlightened professionals who are equipped with strategies for effective change and alternatives for satisfactory compliance can step in with the 'answers' for which less than dedicated educational policy makers are questing. The result: better, more meaningful programs for students and compliance with Title IX. Thus, 'What Will Be' will be determined by the realities of each local situation, the skills and resourcefulness of those involved, and the degree of consensus or compromise reached through completion of the activities outlined in Steps One and Two."

The facilitator should then move the transparency cover to reveal the box "Implementation of the Plan" or point to the appropriate box on the chart.

"If and when agreement on 'What Will Be' is reached, then the implementation of the plan becomes a reality.

STEP FOUR: 'IMPLEMENT THE PLAN'

"Implementation will be as effective as the degree of commitment and practice demonstrated by those in the leadership and supporting roles. If good public relations procedures have been employed, and if all teachers are skilled in the new methods of instruction (guided discovery, problem solving, movement education) as well as the more traditional (command style instruction) ones, and if an awareness level regarding the elimination of sex-role stereotyping has been positively and effectively raised, then the implementation of coeducational programs will bring little trauma, but improved results in self-concept enhancement, social behavior skills, motor skills acquisition, physical fitness attainment/maintenance, and leisure sports orientation.

"If, on the other hand, the public is unaware of the benefits that their children will derive from this coeducational approach, then the results of its implementation may be received in a caustic and an abrasive manner. If teachers are required to implement programs with which they feel uncomfortable or threatened, and for which they have no commitment, they may be resentful, reticent and/or noneffective. They may make the impression that the program itself is worthless and that it is impossible for boys and girls to pursue the attainment of movement competencies in a sex-integrated situation. And, finally, if the awareness level of all involved regarding sex-stereotyping is low, and the longheld myths related to the physiological differences between boys and girls/men and women are emphasized with vigor, then communities, even with good intentions, may fail in the process of implementing coeducational physical education programs at the elementary level.

"Recognizing the need to avoid these pitfalls and planning ahead to circumvent possible constraints is essential to the success of achieving not only program enhancement but also Title IX compliance. Using the self-evaluation requirement of the Title IX regulation (§86.3) as an opportunity and not as an obstacle can produce positive educational advancement. Effective implementation of all planning must be done only after the necessary groundwork has been accomplished so that the proposed changes will have an opportunity for a true test."

The facilitator would now move the transparency cover to reveal the entire chart, or point to the total diagram which appears on the newsprint.

"And now we see that the application of this model has gone full-cycle. We are ready for STEP FIVE, the constant self-renewal feature of this system--that of starting all over again in order to improve programs or initiate corrective action.

STEP FIVE: 'EVALUATE AND REDESIGN AS NECESSARY'

"As initial implementation progresses, evaluation and ongoing redesigning and reimplementation is a desirable characteristic of any modification curriculum project. Specifically, if more injuries are occurring

after the coeducational merger, then the staff will want to analyze the causes and eliminate the source of the problem by: re-educating the staff and/or students regarding one's personal responsibility for the safety of self and others, reconsidering the need for ability grouping, placing a heavier emphasis on instruction before entering into game play, re-evaluating the activity being studied so as to ascertain whether or not the students' entry skills are adequate for its inclusion in the curriculum, and pre-assessing the overall attitudes and subsequent behaviors which are allowed to exist in the classes where most of the injuries are occurring.

"Examples of other areas which may need on-going evaluation include:

- *program suitability and productivity*
- *program acceptability by students*
- *staff effectiveness and level of expertise*
- *staff efficiency and morale*
- *fiscal soundness of the program*
- *time studies for participation ratio*
- *public approval or resistance to the program*
- *attitudes of all involved*
- *interdisciplinary relationships*

Each of these should be reviewed periodically to ensure the vitality of the program."

B. Individual activity--"Program Diagnosis for Sex Equity" (5 minutes)

"We have spent some time on the hypothesized application of the systems model for change, now let's spend some time ascertaining 'What Is' and 'What Could Be' in regard to sex equity and our own situation. You are being given a worksheet which, when completed, can serve as an index to the existing implementation status of Title IX in your district and as an indicator of what you would want the district or school to strive for in order to achieve sex equity. The worksheet outlines the range of responses which may be manifest in response to the efforts for Title IX implementation. Please take out Worksheet PE-1 at this time.

"Read through this instrument twice. The first time through, place an 'X' on that portion of the continuum that best represents your district's position right now. This should reflect your best estimation of 'What Is.' The second time through, place an 'O' on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of 'What Could Be,' in your district.

"Any questions?"

The facilitator should answer any questions regarding the completion of the assessment form, and allow the group about 7 minutes to complete its task.

C. Total group processing (15 minutes)

After participants have finished their task (about 7 minutes), the facilitator should instruct the participants to connect the "X's" down the page and the "O's" down the page. This will indicate if there is a consistency or discrepancy within an area. The facilitator should lead a brief discussion to look for patterns of discrepancies among the participant's data. Remember, the primary goal of this exercise is to provide information to each individual participant regarding the discrepancies in their data. The following are questions which may be used to help participants identify the meaning of the data provided on their worksheets.

- *"In what areas did you find the largest discrepancies? (differences between the 'X' and 'O' on the sheet or the difference between 'What Is' and 'What Can Be')*
- *Were the discrepancies consistent throughout a single category? (e.g., Title IX procedural requirements, student groupings, etc.)*
- *Did any of the discrepancies (or lack of them) surprise you?*
- *What other possible discrepancies may exist in your programs that are not included on the sheet?"*

The last question is especially important for helping participants think about the types of change goals they wish/need to establish. The facilitator may suggest that they may wish to take a few minutes to identify other possible discrepancies. To do this the facilitator should place two columns on the chalkboard or newsprint identified as "What Is" and "What Can Be." Comments such as the following would be appropriate:

"Thus far we used two methods for thinking about the differences between 'What Is' and 'What Can Be.' In this process we may have overlooked important issues and concerns for your program. Let's take a minute to see if there are other discrepancies we need to identify. First, let's think about 'What Is' in our programs and then move to 'What Can Be.' How about in the area of staffing...programs...support services...equipment...facilities ...others?"

As participants call out various areas of discrepancies the facilitator or an assistant should write these on the chalkboard or newsprint. A sample of the types of concerns might be:

	WHAT IS	WHAT CAN BE
PROGRAMS:	• Students have recess twice a day and this is called physical education	• Each student should have a planned program of physical education daily

WHAT IS (cont.)	WHAT CAN BE (cont.)
STAFFING:	
• Classroom teachers do it all with little or no training	• Highly trained teachers plan and conduct a sequenced program based on the needs of the students
SEX EQUITY	
• Boys in grades 4-6 are taught separately from the girls	• All students should receive the same program opportunities and, if the programs are required, they will be taught coeducationally.

If the group is able to identify other discrepancies, the facilitator should continue helping participants review the discrepancies in their programs.

When participants are not able to identify any more discrepancies, the facilitator should summarize the activity. Comments such as the following would be appropriate:

"During the past few minutes we examined three different ways to identify the areas of 'What Is' and 'What Can Be' in our programs. First, we approached the problem by systematically raising questions about the dimensions of our physical education programs, the characteristics of the instructional staff, and the available resources for physical education, facilities and equipment. On the basis of this information baseline we can move to establishing the goals for change 'What Will Be.'

"Next, we used a structured questionnaire to think about and identify the discrepancies between 'What Is' and 'What Can Be.' Lastly, we used a more intuitive method of identifying 'What Is' and 'What Can Be.' Each of these methods can help us move to the next important stage of action planning. Regardless of the method or methods you may select, remember that the primary purpose is to identify those areas of primary need so that relevant and adequate change goals may be established. Our goals represent the difference between where we are (What Is) and where we want to be (What Can Be). Therefore, it is essential that we take the time to determine the parameters of 'What Is' and 'What Can Be.'

"In a moment we'll be moving on to action planning. Are there any questions or concerns which you may have?"

D. Lecturette--"What Will Be" (5 minutes)

The purpose of this lecturette is to ensure that participants have a frame of reference for program development activities. Up to this point activities have been focused primarily on assessment activities which give an indication of the needs to be addressed. This short presentation moves them through the next steps of program development.

The facilitator could provide the frame of reference for program development in the following way:

"Thus far we've concentrated on the assessment of needs or the self-evaluation of our programs. As we move toward developing action plans, it is essential that we understand the overall process for program development or change. Let's take a few minutes to examine this process and the steps in program development which determine 'What Will Be.'

"As we consider 'What Will Be,' we have a basic decision as to the amount of modification which is desirable. The steps we need to take at this point include:

STEP ONE: Develop a Commitment to Title IX Implementation--Eliminate Obvious Sex Discrimination

Minimal compliance with the Title IX regulation could be met by developing a commitment to eliminate the obvious sources of discrimination. If the process stops here, the effect is to maintain the status quo and continue in a 'business as usual' fashion.

STEP TWO: Explore Program Possibilities

- *needs of students*
- *community/cultural influences*
- *existing school priorities*
- *staff capabilities*

Our determination of program possibilities must be made on the basis of four factors--the needs of students, the community/cultural influences on schools, the existing school priorities, and the capabilities of our staff. Each of these must be considered carefully.

STEP THREE: Formulate Goals, Processes, Activities, and Evaluation Plans

GOALS

- *Positive self-concept*
- *Appropriate social behavior*
- *Motor skill acquisition*
- *Physical fitness enhancement*
- *Worthwhile leisure values*

PROCESSES

- *Directed (authoritative)*
- *Nondirected (laissez faire)*
- *Problem solving*
- *Creative pursuits*
- *Team/individual*

ACTIVITIES

- *Basic movements*
- *Combined movements*
- *Creative movements*
- *Competitive experiences*

EVALUATION

- *Formal*
- *Informal*
- *Comprehensive*
- *Ongoing*

"As our program plans are developed, we need to consider four major aspects of program--the goals which are identified, the processes used, the activities which we select, and the methods we use for evaluation of the program. While there are many acceptable goals, processes, activities, and methods of evaluation, those listed on the chart would seem most appropriate for elementary school physical education programs. It is important to note that programs may adopt any or all of the characteristics outlined in the program categories provided on the chart.

"In each category listed on the chart it is important that there is an acceptance/understanding of the effects of sex-role socialization which must be considered and treated regardless of the specific program plans.

Step Four: Other Necessary Action Steps

- *training staff*
- *implementing proposed program/activity*
- *evaluating and redesigning*
- *continuing the implementation*
- *'P.R. ing'*

"These action steps are essential for the establishment of an optimal determination of 'What Will Be.' If the staff is trained and enthusiastic about what is to be accomplished, if the implementation of the program or activity is conducted equitably, if evaluation and redesign is on going and constant, if continued implementation reflects positive improvement as a result of effective redesign measures, and <u>if</u> all 'publics' contribute to this cyclical process and are constantly 'P.R.ed'--<u>then</u> we will have quality programs. These quality programs will be:

- *free from sex stereotyping*
- *designed to serve the needs of each child*
- *universal in their perspective so as to expose and educate all students to the capabilities and limitations of their bodies in a positive environment*
- *sequenced to offer constant challenge and a mulitplicity of problem-solving opportunities at varying levels of demands*
- *constantly self-reviewing through the application of both formal and informal, internal and external, and program and personnel evaluation instruments."*

E. Questions and answers (5 minutes)

The facilitator should allow a few mintues for questions and clarification on any points made during the session thus far.

F. Group activity--"Establishing Action Strategies and Priorities" (20 minutes)

"Now, let's see if we really are 'at home' with the model for change. Please take out Participant Worksheet PE-2 entitled 'Establishing Action Strategies and Priorities.' Since each of you brings to this session

a different perspective by virtue of your own role--teacher, supervisor, school administrator, etc.--you will go about applying the action steps we've outlined in different ways. One thing is sure, however, and that is if you are comfortable with the process, you will probably be able to apply it to a variety of concerns which you will need to review in order to comply with Title IX, to achieve sex equity, and/or seek program enhancement.

"Please take about 5 minutes to complete the worksheet. Remember that you will be selecting a goal for change efforts and beginning to formulate the steps you need to take to reach that goal."

The facilitator should then allow the participants to complete the worksheet. The facilitator and assistants should move about the room, helping where necessary.

After 5 minutes, the facilitator may ask one or two participants to share their findings with the whole group and make comments regarding their analyses of goals and plans.

G. Summary comments (5 minutes)

Closing comments should acknowledge the contributions of any assistants, encourage the participants to continue to use the analytical and action strategies to which they have been exposed, and direct them to assist in any necessary housekeeping chores.

Finally, the facilitator should announce that there will be a 10-minute break and then the entire group will reassemble for a final general session at which time there will be a reporting out from each of the subgroups and a final action session focusing on organizational action planning.

II. ANALYZING PROGRAM ALTERNATIVES--SECONDARY SCHOOL PHYSICAL EDUCATION GROUP — TIME REQUIRED: 70 MINUTES

(A) Lecturette--"Systematic Steps for Program Change and Title IX Implementation: A Secondary School Emphasis" (10 minutes)
(B) Assessing programs for sex equity (15 minutes)

1. Individual activity--"Physical Education Program Assessment" (5 minutes)
2. Total group processing (10 minutes)

(C) Application of change process in physical education programs (35 minutes)
1. Small group activity--"Building a Sex Equitable Physical Education Program" (20 minutes)
2. Total group processing (10 minutes)

3. Lecturette--"Characteristics of a Model Program" (3 minutes)
4. Questions and answers (2 minutes)

(D) Developing action plans (8 minutes)

1. Individual activity--"Action Planning" (4 minutes)
2. Paired conversations (4 minutes)

(E) Summary comments (2 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to review a model for change as it applies to physical education programs
- to provide participants with an opportunity to assess sex equity in their physical education programs
- to provide participants with an overview of program alternatives for secondary school physical education programs
- to increase participants skills in the designing of equitable physical education programs
- to provide participants with an opportunity to initiate action plans

Materials needed:

For participant use:

- "Physical Education Assessment: 'What Is'___'What Can Be'"--Physical Activity Worksheet PS-1 (attached to this session outline)
- "Physical Education Program Options and Implications"--Physical Activity Worksheet PS-2 (attached to this session outline)
- "Basic Orientations to Physical Education Programming"--Physical Activity Worksheet PS-3 (attached to this session outline)
- "Scheduling of Classes and Facilities for Physical Education Programs"--Physical Activity Worksheet PS-4 (attached to this session outline)
- "Evaluation of Physical Education Students"--Physical Education Activity Worksheet PS-5 (attached to this session outline)
- "Developing a Model for Student Physical Education--A Summary of Continuums"--Physical Education Activity Worksheet PS-6 (attached to this session outline)
- "Establishing Strategies and Plans"--Physical Activity Worksheet PS-7 (attached to this session outline)

For facilitator use:

- a chart (on newsprint or acetate transparency) of "Systematic Steps for Program Change and Title IX Implementation"
- chart (on newsprint or acetate transparency) of "Model Program Development" (see Activity C in this session outline)
- newsprint and marker or chalkboard and chalk

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the entire session outline and all participant materials
- review suggested lecturettes and comments and adapt them to fit unique needs of the group and facilitator style
- prepare the charts listed in the materials portion of the session outline
- arrange for an overhead projector if acetate transparencies are to be used

Procedure:

A. Lecturette--"Systematic Steps for Program Change and Title IX Implementation:--A Secondary School Physical Education Emphasis" (10 minutes)

The purpose of this activity is to provide participants with a summary of Application Session A and an overview of the change process.

The facilitator should welcome participants to the session, summarize the activities of Application Session A, and outline the activities of Application Session B. Suggested comments are given below.

Suggested lecturette:

"Once we have mastered an understanding of the Title IX regulation and its implications for physical education programs, then we must move on to self-evaluation of our physical education programs, identification of existing discrimination, and the implementation of any corrective and remedial steps. During Application Session A we discussed a change model and some of the skills for initiating effective change efforts.

"During this session we will review the change model, examine our own district's progress, and then spend time working through the application of the change model to the development of equitable physical education programs.

"During the session we'll be doing some individual work, some small group work, and spend time initiating the development of action steps for programs in our own communities.

"Before we move ahead to an examination of physical education programs, let's spend a few minutes reviewing the model for change which we began to explore during Application Session A."

The facilitator should then put the transparency of the chart entitled "Systematic Steps for Program Change and Title IX Implementation" on the projector tray. Cover all of the chart except the boxes which say "What Is" and "What Can Be." If newsprint is used, point to the box labeled "What Is." Comments which might follow are given below:

"The first steps in the change process provide the data base for all programs/change decisions. One must know 'What Is' and 'What Can Be' in order to identify the areas where change goals should be formulated. Our goal for change is the difference between where we are and where we want to be, or between 'What Is' and 'What Can Be.' After we've assessed the needs for change, then we must identify the action alternatives so that 'What Can Be' becomes 'What Is.' During our session we will focus on both the assessment of discrepancies and the identification and review of alternatives that are available to us for physical education programs.

"As we work through the activities of the session it is important that we remember the distinctions which we considered during Application Session A between the various types of sexist and nonsexist programs. You will recall that a violation of the Title IX regulation is an example of sex discrimination. The elimination of discrimination in physical education programs is required. The attainment of sex equity, however, calls on each of us to move beyond this to eliminate sex-biased behaviors and ensure that all of our behaviors and activities are sex fair and sex affirmative.

"It is important that we understand the relationship between these levels of programming and the quality of the services delivered to students. Although it is possible to have a low-quality program which is nondiscriminatory, it is difficult to conceive of an equitable program that didn't also represent a high level of quality. As we move through the activities of this session, we will be examining both of these concerns--the need for equitable programs and the need for improving the quality of our programs. As we determine 'What Is' we inevitably will be considering the level of equity reflected in our programs as well as the quality of our programs.

"If we know 'What Is' and we can review a number of alternatives which represent 'What Can Be,' we must then evaluate whether or not 'What Is' is discriminatory, biased, sex fair, or sex affirmative, and whether the program is minimal, optimal, or somewhere in between. Usually, when we use this model, we find that we want to retain the status quo, make slight modifications, or start from scratch and recreate the whole."

The facilitator should then move the transparency cover to reveal the box titled "What Will Be." If newsprint is used, the facilitator should point to the appropriate box. Comments might include:

"Often the difference between 'What Is' and 'What Can Be' is so large that 'What Will Be' is at best, a compromise or intermediary step leading to the optimal goal. This may be necessary when barriers of a temporary or permanent nature have to be overcome, avoided, or recognized as irreconcilable. Examples of such barriers in secondary school physical education programs include: attitudes ranging from apathy to opposition, fiscal limitations, philosophical differences, and/or personal/community rejection of the basic concepts of sex equity. Regardless of the constraints, we must seek alternatives and develop a plan so that 'What Will Be' becomes obvious."

The facilitator would then move the transparency cover so as to reveal the entire chart or refer to the diagram on the newsprint.

"If the decision regarding 'What Will Be' has been made, then the plan must be implemented, evaluated, and redesigned if necessary. You will note that this model allows for the constant recycling of the whole process so that self-renewal is ongoing.

"One of our most common oversights in implementing change plans is that we do not take the time necessary to evaluate our efforts and redesign them in light of our findings. Questions which we might use for evaluating whether our efforts to modify physical education programs are meeting our goals include the following:

- *Do students like the program as it is?*
- *Have any desirable qualities of the program been lost as a result of being coeducational?*
- *Have desirable qualities been enhanced by the coeducational approach?*
- *Do pros outweigh the cons?*
- *Is student productivity and learning evident?*
- *Are student needs being identified and met?*
- *What factors are aiding the process?*
- *What factors are hindering the process?*
- *How can aids be more available and hinderances overcome?*
- *Are members of the instructional staff enthusiastic, prepared, looking for new ways to challenge students?*
- *What is the overall quality of the program as it is being organized and implemented?*
- *Are there better ways to do what must be done?*

"Once such questions are answered honestly, we can redesign the weak facets of the program and strive to improve the quality of our programs. Information may be gathered formally through surveys and questionnaires and informally through observation and open discussion. The objective of our evaluation efforts is to ensure that we are fully aware of the outcomes of our program in order to determine the changes which could improve the quality of services provided students."

B. Assessing programs for sex equity (15 minutes)

The purpose of this activity is to provide participants with an opportunity to assess their school's efforts to achieve sex equity to date and to outline alternatives for the specific approaches which may be used in increasing sex equity in their schools. This is accomplished with the use of Participant Worksheet PS-1 "Physical Education Program Assessment" and total group discussion.

1. Individual activity--"Physical Education Program Assessment" (5 minutes)

The facilitator may wish to introduce this activity with comments such as the following:

"As we reviewed the model for change we identified the first step as the determination of 'What Is.' There are many ways to assess the needs of physical education programs. We're going to be using an instrument which contains fifteen scales to determine 'What Is' in six areas:

- *Title IX procedural requirements*
- *Goals and objectives of physical education*
- *Physical education curriculum*
- *Student groupings*
- *Instructional procedures and techniques*
- *Student evaluation*

"We're going to ask you to take about five minutes to read through the instrument. As you read through the instrument the first time, please mark an 'X' on that point of the scale that best represents your district's position at this time. This should reflect your best estimation of 'What Is.' Then review the scales a second time. This time, please place an 'O' on that part of the scale that represents where you would like to see your district's physical education program. The second mark is your estimation of 'What Can Be' in your district.

"Any questions?"

The facilitator should answer any questions regarding the completion of the assessment form, and allow the group about five minutes to complete the task.

2. Total group processing (10 minutes)

After the participants have finished their task (about five minutes), the facilitator should instruct the participants to connect the "X's" down the page and the "O's" down the page. This will indicate if there is a consistency or discrepancy within an area. The facilitator should lead a brief discussion to look for patterns of discrepancies among the participants' data. Remember, the primary goal of this exercise is to provide information to each individual participant regarding the discrepancies in their perceptions of "What Is" and "What Can Be." The following are questions that could be used to help participants prove and question their own responses and the attitudes behind the data:

- In what areas were the largest discrepancies?
- Were the discrepancies consistent throughout a category (e.g., Title IX procedural requirements, student groupings)
- Did any of the discrepancies (or lack of them) surprise you?
- Does the information suggest the need for extensive change in order to achieve sex equity? How might your district go about this?

The facilitator might conclude this activity by saying:

"The instrument which you've just used provides one method of initiating change efforts with other groups. You might find it useful to ask everyone in your department to complete the instrument and then discuss the various perceptions of 'What Is' and 'What Can Be.' As you build a composite picture of 'What Is' and 'What Can Be' you have a baseline for initiating change efforts.

"You might also use this type of instrument with representatives of your other 'publics'--The board of education, parents, central office staff, etc. The facts revealed by such an exercise could serve as a basis for establishing an understanding of the optimal goals desired by the school or district as it goes about complying with Title IX. It can also, if answered honestly, give insights into the troublesome areas for which special strategies will have to be developed and implemented if sex equity is to be achieved."

C. Application of the change process (35 minutes)

1. Small group activity--"Building a Sex Equitable Physical Education Program" (20 minutes)

The purpose of this activity is to move the participants from an assessment of the discrepancies or areas of perceived need to an understanding of the program skills which are necessary for change. Participants will be asked to develop model plans for sex equity using Participant Worksheets PS-2 to PS-5 as a guide for their efforts. The facilitator may wish to open the activity with comments such as the following:

"Once we've identified the discrepancies or our perceived needs for change, then it's essential that we review the alternatives from which we have to choose. When we think of physical education programs, we can identify four categories of characteristics for designing and describing such programs. These include:

- *The available options for organization of the curriculum. We can organize the curriculum around a core, elective, channeled elective, core-prescriptive, or combination curriculum. There are advantages and disadvantages to each of these, and each of these has implications for sex equity.*

- *The basic orientation of the physical education curriculum. Physical education programs may be sports centered, fitness centered, social skills centered, or combined program centered. Again, each of these orientations has implications for sex equity efforts.*

- *Scheduling of classes and facilities for physical education programs. The Title IX regulation requires coeducational classes but does not prescribe the scheduling procedures. Our selection of a scheduling procedure may affect the enrollment patterns of female students and male students.*

- *Evaluation of students in physical education programs. Our determination of the methods and procedures of student evaluation is a critical element in the provision of sex equity.*

"Please take out Participant Worksheets PS-2 to PS-5. Some of the available options for each of the characteristics of physical education programs are described on these worksheets. While Title IX does not

dictate which of these options (or other options you may develop) should be put into practice, it would seem useful for us to examine each of them so that we may make a better determination of the options that would best serve the needs of our students and our schools. Our goal is to develop the best possible program--free from gender bias, in compliance with the Title IX regulation, and directed to meeting the needs of all students, female and male.

"At this time we're going to ask you to form groups of four. As you meet in your small groups you'll be working as a committee, appointed by your local school board to make recommendations regarding the design of a physical education program--one that will be both educationally sound and one that will reflect standards/procedures which are most likely to provide sex equity.

"Would those of you who are interested in programs for middle school or junior high age students move to this (specify a place in the room), and those of you who are interested in senior high programs meet in this (specify an area) area of the room. When you have formed a group with three other persons, would you please do the following:

- Introduce yourself to the other members of the group.
- Quickly review the various options for physical education programs which are outlined on Participant Worksheets PS-2 to PS-5.
- Take out Participant Worksheet PW-6 where you will find a summary of the various program options listed on a series of scales. Mark those points on the scales which you would select for the development of a model physical education program for sex equity by marking 'X' at the appropriate points.
- After your've made your decision individually, then discuss the reasons you made the selection that you did with other group members.
- Finally, as a group, formulate the recommendations which you make to a school board for a sex equitable physical education program. You will note that sheets of newsprint and markers are available for each group. As you make decisions regarding the characteristics of your model program, you may wish to outline the parameters on newsprint so that you can report the outcomes to the total group.

"You will have about 20 minutes to consider the options and begin to formulate a plan. As you discuss each option, try to consider:

- Is the option consistent with the principles of Title IX?
- What are the advantages of this choice for increasing sex equity in programs?
- What are the potential sources of discrimination or bias which may result from implementation of this option?"

The facilitator(s) should assist participants as they move into small groups and remain available to small groups for answering any questions or clarifying any concerns.

After participants have had about 20 minutes to design their model physical education programs, the facilitator should reconvene the total group.

2. Total group processing (10 minutes)

After the small groups have been reconvened, the facilitator should lead the group in a reporting of their plans and a discussion of the observations and consensus which may have been made during the small group discussions. This may be facilitated by asking the groups to post their newsprint and give a short report of their discussion.

When the small groups have reported, the facilitator should close the activity with comments such as the following:

"Thus far, you've assessed the efforts of your district to achieve sex equity and during this activity, you've reviewed numerous alternatives for increasing sex equity in your programs. Before we move on, take out Participant Worksheet PS-6 and review the scales once again. This time, however, place a check mark on the scales at the points which describe your present physical education program. How do these differ from the 'X's' already marked on the scales? Finally, select the scale which you would most like to see changed in your program. As we begin to move into action planning, this provides a baseline for the determination of your action goal."

The facilitator should allow time for any questions or comments before moving on to the next activity.

3. Lecturette--"Characteristics of a Model Program" (3 minutes)

"You've now had an opportunity to review sex equity in your programs in a number of ways. We examined the possible discrepancies between the 'What Is' and 'What Can Be' in several ways. We hope that it is becoming evident to each of you that there is no way to consider sex equity without examining the overall quality of the physical education program provided. The Title IX requirement for self-evaluation and the need for continuing review and monitoring of our programs provides an important opportunity to upgrade all aspects of our programs.

"Look back now on the summary sheets we used during the last activity. Once again, ask yourself 'Is this where my program really is? If so, is it where our program should be? If not, what would it look like?

"How do you develop a model program? Well, you start with 'What Is' and move to 'What Can Be.' Considerations under 'What Is' may be those on your summary sheet or others thought to be appropriate. The scheme might look like this:"

The facilitator should now place the first chart on the overhead projector or display the chart on newsprint.

DEVELOPING A MODEL PROGRAM

Establish Goals	Develop Objectives	Provide Activities	Assess Results
• needs	• broad	• basic	• evaluate
• priorities	• specific	• complex	• observe
• mandates	• measurable	• creative	• survey
• traditions	• comprehensive	• varied	• deduce
		• progressive	

RECYCLE

Chart 1

"A model program is whatever those involved in its creation envision and then make happen. That's probably why we have every range of program possible represented in this room...in this nation. Those founded on teachers' biases...those founded on hard data so as to reflect response to student needs...those somewhere in between. Is Title IX designed to make all programs alike? How you get to your 'model program' is your prerogative. You just have to be there by July 31, 1978."

The facilitator should now place the second chart on the overhead projector or display the next newsprint chart.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Goals

- self-concept
- social behavior
- motor skills competence
- optimal physical fitness
- leisure skills/values

Chart 2

"Establishing goals may be the easiest task of the four outlined on Chart 1, for the literature is prolific; and the general areas of concern are, by tradition, fairly common for both sexes. The goals you see on the chart are taken from the California Framework for Physical Education, published in 1973."

The facilitator should then place the third chart on the overhead projector or display a third newsprint chart.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Objectives

- affective domain
- cognitive domain
- motor domain
- combined
- creative

Chart 3

"Striving to work with the 'whole' child and seeking to serve the multidimensions of each personality presents never-ending challenges. Avoiding the formation of sex discriminatory objectives can be accomplished if the objectives you determine are themselves free from sex-stereotyping biases."

The facilitator should then place the fourth chart on the overhead projector or display the appropriate newsprint.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Activities

- basic movements
- combined movements
- creative movements
- traditional movements
- competitive movements
- new games

Chart 4

"Looking at different ways to approach movement activities can sometimes help avoid the clash of opinions which are steeped in stereotyped beliefs. Moving from basic to creative to new games and organizing activity participation in humanistic ways such as Don Hellison's 'hit and giggle volleyball' or 'blood and guts soccer' can help revitalize programs as well as helping to achieve sex equity."

The facilitator should then place the fifth chart on the overhead projector or display the appropriate newsprint.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Results

- program effectiveness
- fiscal soundness
- student productivity/progress
- public acceptance/rejection
- staff efficiency

Chart 5

"Because of past program discriminations or dissimilar points of emphasis, evaluation procedures applied to student progress may be 'tricky.' Time is provided, however, for the equalization of evaluation as it relates to physical activity. Districts will need to think of creative ways to measure progress as opposed to blanket expectations of all students.

"This of course leads to RECYCLING and the renewal of programs."

4. Questions and answers (2 minutes)

The facilitator should provide an opportunity for questions and answers about any aspect of this subgroup session.

D. Action planning (8 minuutes)

1. Individual work--"Developing Change Plans" (4 minutes)

The purpose of this activity is to ensure that participants give some attention to the initial development of action plans for increasing sex equity in their physical education programs.

The facilitator should open this activity with comments such as the following:

"If you'll take out Participant Worksheet PS-7 entitled, 'Establishing Strategies and Plans,' we're going to begin to synthesize the various types of information which we've discussed during this session. Would you please think back on the various activities of this session and answer the questions on the worksheet. This should take about 3 to 4 minutes. When you've finished, please turn to a person sitting near you and quickly share your plans."

Allow three or four minutes for the completion of the worksheet. If participants are not moving into paired discussions, urge them to find a partner and compare their responses.

2. Paired discussions (4 minutes)

Encourage participants to meet with a partner and share their responses. This sharing of preliminary action plans, is an important device for helping participants begin to formulate specific action goals.

E. Summary comments (2 minutes)

The facilitator should reconvene the total group and explain that the three (two) groups will meet together after a ten-minute break. Summary comments such as the following would be appropriate:

"The objective of this session was to explore the issues of sex equity as they relate to secondary physical education programs. We've reviewed and expanded a model for change, assessed sex equity in phsyical education programs, examined specific options for physical education programs, and initiated plans for change in our programs. Hopefully, we have also come to understand that we can use the requirements of Title IX as a positive vehicle for program/process evaluation and improvement. If this is done, then we have not only worked to achieve sex equity, but we have also improved the quality of physical education programs. We'll have a ten-minute break and reconvene in the total group for the last activity."

II. ANALYZING PROGRAM ALTERNATIVES--ATHLETICS PERSONNEL

TIME REQUIRED: 70 MINUTES

(A)	Lecturette--"Systematic Steps for Program Change and Title IX Implementation: An Athletics Emphasis"	(10 minutes)
(B)	Assessing sex equity in athletics programs	(10 minutes)
	1. Individual activity--"Assessing Sex Equity in Athletics Programs"	(5 minutes)
	2. Total group processing	(5 minutes)
(C)	Lecturette--"How to Discover 'What Is' and 'What Can Be'"	(10 minutes)
(D)	Creating a student interest survey	(15 minutes)
	1. Small group activity--"Criteria for a Student Interest Survey"	(8 minutes)
	2. Total group processing	(7 minutes)
(E)	Title IX problem solving	(20 minutes)
	1. Individual activity--"The Coach James Case"	(5 minutes)
	2. Small group discussions	(10 minutes)
	3. Total group processing	(5 minutes)
(F)	Summary comments	(5 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to examine a model for change toward sex equity
- to provide participants an opportunity to assess sex equity in their athletics programs
- to provide participants with an overview of alternatives for applying the change process in athletics
- to provide participants with techniques for implementing student interest surveys
- to provide participants with an opportunity to assess and to extend sex equity-related problems

Materials needed:

For participant use:

- "Assessment of Sex Equity in Athletics Programs--'What Is'--'What Can Be'"--Physical Activity Worksheet PA-1
- "Creating a Student Interest Survey"--Physical Activity Worksheet PA-2
- "Designing a Survey Form"--Physical Activity Worksheet PA-3

- "Coach James Case Materials"--Physical Activity Worksheets PA-4 to PA-8 and accompanying answer sheets 5A to 8A

For facilitator use:

- a chart (an acetate transparency or newsprint) of "Systematic Steps for Program Change and Title IX Implementation"
- charts for "Equalizing Athletic Opportunities" (see text of Section C in this session outline)

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested lecturettes and comments and adapt them to fit unique needs of the group and facilitator style
- prepare the charts listed in the materials portion of the session outline
- arrange for an overhead projector if acetate transparencies are to be used

Procedure:

A. Lecturette--"Systematic Steps for Program Change and Title IX Implementation--An Atheltics Emphasis" (10 minutes)

The purpose of this activity is to provide participants with a summary of Application Session A and an overview of the change process.

The facilitator should welcome participants to the session, summarize the activities of Application Session A, and outline the activities of Application Session B. Suggested comments are given below.

Suggested lecturette:

"Once we have mastered an understanding of the Title IX regulation and its implications for physical education programs, then we must move on to self-evaluation of our athletics programs, identification of existing discrimination, and the implementation of any corrective and remedial steps. During Application Session A we discussed a change model and some of the skills for initiating effective change efforts.

"During this session we will review the change model, examine our own district's progress, work through the application of the change model to the development of equitable athletics programs, and consider how we can deal with problems that may arise in Title IX implementation.

"During the session we'll be doing some individual work, some small-group work, and spend time initiating the development of action steps for programs in our own communities.

"Before we move ahead to an examination of athletics programs, let's spend a few minutes reviewing the model for change which we began to explore during Application Session A."

The facilitator should then put the transparency of the chart entitled "Systematic Steps for Program Change and Title IX Implementation" on the projector tray. Cover all of the chart except the boxes which say "What Is" and "What Can Be." If newsprint is used, point to the box labeled "What Is." Comments which might follow are given below:

"The first step in the change process provides the data base for all programs/change decisions. One must know 'What Is' and 'What Can Be' in order to identify the areas where change goals should be formulated. Our goal for change is the difference between where we are and where we want to be or between 'What Is' and 'What Can Be.' After we've assessed the needs for change, then we must identify the action alternatives so that 'What Can Be' becomes 'What Is.' During our session we will focus on both the assessment of discrepancies and the identification and review of alternatives that are available to us for athletics programs.

"As we work through the activities of the session, it is important that we remember the distinctions which we considered during Application Session A between the various types of sexist and nonsexist programs. You will recall that a violation of the Title IX regulation is an example of sex discrimination. The elimination of discrimination in athletics programs is required. The attainment of sex equity, however, calls on each of us to move beyond this to eliminate sex-biased behaviors and ensure that all of our behaviors and activities are sex fair and sex affirmative.

The facilitator would then move the transparency cover to reveal the boxes entitled "Evaluate What Is and Identify Action Alternatives" and "Decide What Will Be." Then, these comments are suggested:

"The complexities of resolving 'What Will Be' from the data obtained regarding 'What Is' and 'What Can Be' preclude a listing here of the endless possibilities. There are as many ways for a program to be operated as there are people to create them. The following analysis steps, however, might appropriately be applied:

- Determine the discrepancies that exist between 'What Is' and 'What Can Be.'
- Identify the constraints which must be applied (budget, facilities, personnel qualification, attitudes, etc.).
- Resolve strategies to deal with each and all constraints.
- Seek resources to provide for the implementation of the best strategies.
- Produce a pilot or trial program, policy, and implementation plan.
- Critique and redesign where needed.
- Field-test the plans and critique process as well as results.
- Redesign as needed.

Once the plan has been field-tested successfully, application to the whole is indicated.

"In athletics the constraints with which districts will inevitably have to cope will include:

- Public/professional noncommitment to the new requirements/ solutions
- Lack of funds for the needed additional programs and support services
- Lack of availability of qualified coaches and officials
- Existence of discriminatory rules, regulations, or policies in governance bodies
- Lack of cooperation from public media
- Pressure groups seeking status quo on the one hand and other pressure groups wishing more action for progress more quickly than planned

"Many of these constraints can be reduced in their intensity or completely avoided if level-headed, dedicated professionals who possess a high degree of skill in communication and conflict management involve representatives from all parties in the total process of deliberation, debate, and resolution."

The facilitator should then move the transparency cover to reveal the box entitled "Implementation of the Plan" and comment as follows:

"Implementation of plans to revise or modify programs in athletics, intramurals and sports club activities will require the mutual fulfillment of tasks by the various groups involved in the planning process. Governance bodies will have to review, modify, approve, and disseminate the new policies and procedures to be implemented. Local school boards will need to adopt and approve the recommended goals, policies, budget items, procedures, and practices regarding the scope and intent of all programs. Central office personnel will need to provide inservice training to local school personnel regarding the pending changes and they, in turn, will actually implement the modifications within the programs they operate. None of these steps need be traumatic. The modifications or change processes are facilitated where effective communication is provided, when relevant groups are involved, and when the efforts are undertaken to ensure that persons involved have a full understanding of the need for change.

"Whether the implementation of an equitable athletics program succeeds or fails will be determined in large part by the leadership provided by athletics personnel. As educators we are charged not only with assisting in bringing the district/schools into compliance with the Title IX regulation, but also for ensuring optimal educational opportunities for all students."

The facilitator would then move the transparency cover or point to the total chart so as to reveal the entire chart and say:

"And now the final step in this systematic process for change:

EVALUATE and REDESIGN as necessary.

"Quality districts and schools will build an evaluation design into all facets of every program/service conducted as part of the educational process for the area/persons served. In dealing with athletics concerns as they relate to Title IX, these points should be considered:

- *Are the programs provided meeting the needs, interests, and abilities of all students?*

- *Are the services provided equitable for all students involved in sports programs?*

- *Is the staff adequate? fully qualified? scheduled for optimal effectiveness?*

- *Does the program receive positive public support and reflect the cultural interests of all 'publics?'*

- *Are the programs fiscally sound and cost effective?*

- *What positive things have occurred as a result of the changes made?*

- *What negative things have occurred as a result of the changes made? Can these be corrected?*

- *Are there better ways to do what is desirable and what must be done in order to best serve all who are involved?*

- *What other modifications, if any, must be made to guarantee compliance with all laws (State and Federal) and quality programs for all clientele?*

"As these and other questions are answered, staffs can enter into the ongoing redesign process which, if in existence, usually leads to more productivity, better public understanding of the intent and outcomes of all program efforts, and constant self-renewal of all involved."

B. Assessing sex equity in athletic programs (10 minutes)

The purpose of this activity is to provide particpants with an opportunity to assess their school's efforts to achieve sex equity to date and to outline alternatives for the specific approaches which may be used in increasing sex equity in their schools. This is accomplished with the use of Paricipant Worksheet PA-1 entitled "Assessing Sex Equity in Athletics Programs" and total group discussion.

1. Individual activity--"Assessing Sex Equity in Athletics Programs (5 minutes)

The facilitator may wish to introduce this activity with comments such as the following:

"As we reviewed the model for change we identified the first step as the determination of 'What Is.' There are many ways to assess the needs of athletics programs. We're going to be using an instrument which contains fifteen scales to determine 'What Is' in four areas:

- *Title IX procedural requirements*

- *Separate or unitary teams/programs*
- *Determination of equal opportunity*
- *Coaching and instruction*

"We're going to ask you to take about five minutes to read through the instrument. As you read through the instrument the first time, please mark an 'X' on that point of the scale that best represents your district's position at this time. This should reflect your best estimation of 'What Is.' Then review the scales a second time. This time, please place an 'O' on that point of the scale that represents where you would like to see your district's athletics program. The second mark is your estimation of 'What Can Be' in your district.

"Any questions?"

The facilitator should answer any questions regarding the completion of the assessment form, and allow the group about five minutes to complete the task.

2. Total group processing (5 minutes)

After the participants have finished their task (about five minutes) the facilitator should instruct the participants to connect the "X's" down the page and "O's" down the page. This will indicate if there is a consistency or discrepancy within an area. The facilitator should lead a brief discussion to instruct participants to look for patterns of discrepancies among their responses. Remember, the primary goal of this exercise is to provide information to each individual participant regarding the discrepancies in the perceptions of "What Is" and "What Can Be" in their athletics programs. The following questions that could be used to help participants prove and question their own responses and the attitudes behind the data:

- In what areas were the largest discrepancies?
- Were the discrepancies consistent throughout a category (e.g., Title IX procedural requirements, student groupings)?
- Did any of the discrepancies (or lack of them) surprise you?
- Does the information suggest the need for extensive change in order to achieve sex equity? How might your district go about this?

The facilitator might conclude this activity by saying:

"The instrument which you've just used provides one method of initiating change efforts with other groups. You might find it useful to ask everyone in your department to complete the instrument and then discuss the various perceptions of 'What Is' and 'What Can Be.' As you build a composite picture of 'What Is' and 'What Can Be,' you have a baseline for initiating change efforts.

"You might also use this type of instrument with representatives of your other 'publics'--the board of education, parents, central office staff, etc. The facts revealed by such an exercise could serve as a basis for establishing an understanding of the optimal goals desired by the school or district as it goes about complying with Title IX. It can also, if answered honestly, give insights into the troublesome areas for which special strategies will have to be developed and implemented if sex equity is to be achieved."

C. Lecturette--"How to Discover 'What Is' and 'What Can Be'" (10 minutes)

The facilitator should introduce this section with comments such as the following:

"Many of us assess the status of various things daily. How we feel...how others look...how well things are going... When we decide to look for 'What Is' in athletics, many areas have to be thoroughly researched."

The facilitator should then display chart 1 on "Equalizing Athletic Opportunities" on the overhead projector or on newsprint.

EQUALIZING ATHLETICS OPPORTUNITIES

Finding "What Is"...

- Review current programs, policies, practices
  - What's offered? To whom?
  - How may a student get involved?
  - How many are involved? Boys? Girls?
  - How are the students treated once involved?
  - Do the programs meet the standards outlined on the "laundry list?"
  - What about funding?
  - How about honors and recognition?
  - What about staff policy and treatment?

Chart 1

"Answering these basic questions is a good way to start on the march toward achieving sex equity. If the honest answers reveal that preferential treatment is given to one sex then, as we learned in our triangular model outlined in Session A, 'What Is' is some distance from 'What Can Be.' So, what's offered and to whom? How may a student get involved? Are active programs of positive encouragement and counseling regarding sports programs in evidence for all students? How many are actually involved?

"Once involved, is the treatment of all students equitable? To find out 'What Is,' the whole 'laundry list' must be reviewed, and it would be wise to note the findings so that when program/policy decisions are to be made, there is substantiating evidence or visible data for the support of the rationale adopted. By now, we're all aware of what goes on that laundry list...but just for review it includes:

- *the nature and extent of the competitive athletics programs offered and their accommodation of interests and abilities of males and females in both sports and the levels of competition offered*

- *the provision of equipment and supplies*

- *the scheduling of games and practice times*

- *the provision of travel and per diem allowance*

- *the nature and extent of the opportunity to receive coaching and academic tutoring*

- *the provision of locker room, practice, and competitive facilities*

- *the provision of medical and training facilities and services*

- *the provision of housing and dining facilities and services*

- *the nature and extent of publicity*

"Further, the governance by-laws must be reviewed. Are eligibility requirements the same for boys and girls? Do they receive like opportunities to play before an audience, particularly in like sports? Are seasons the same length? Are playoffs provided for all teams?

"And then there's funding. (Where does the money come from?) Do booster clubs have knowledge of Title IX, and are they positive in their response to the new requirements?

"When pep rallies occur, are boys and girls treated with the same degree of pride? the same amount of recognition? How about yearbooks? Are the boys listed as simply VARSITY BASKETBALL while the girls are labeled GIRLS BASKETBALL? Are the pages allotted for coverage of like sports equal?

"And finally, how equitable are the administrative procedures and policies related to coaching assignments, compensation for extra duty, and sports governance responsibilties? Equal pay for equal or comparable work? Equal opportunity for released time? Nonsexist job descriptions? Open-minded employers?

"All of these areas must be reviewed and data gathered in order to find out 'What Is'"

The facilitator would then display Chart 2 in the "Equalizing Athletic Opportunities" series on the overhead projector or on newsprint.

EQUALIZING ATHLETICS OPPORTUNITIES

Finding "What Is"

- Look at

  - schedules
  - rosters - coaching assignments
  - practice time and place assignments
  - governance by-laws
  - eligibility rules
  - equipment inventories
  - safety policies
  - travel policy
  - codes of conduct
  - honors criteria for clubs/awards
  - student publications
  - budgets
  - facilities
  - etc.

Chart 2

"Where do we look to get the answers? Well, here are some places for starters..."

After waiting a few seconds, or possibly commenting on a few of the areas cited, the facilitator would display Chart 3 on the overhead or on newsprint.

EQUALIZING ATHLETIC OPPORTUNITIES

Deciding "What Can Be"

- Maintain existing programs because they're "on the beam"

- Maintain all existing programs and add others in order to equalize programs for all students

- Recognize that there's a gread deal of discrimination and consider all sports anew. Develop a self-renewing policy based on student needs, interests, and abilities and offer activities as they are demanded.

- Dump it all. It's too hard to make programs equitable.

Chart 3

"When we know 'What Is,' then 'What Can Be?' Any of these actions listed would be possible but the last option is rarely defensible if quality educators are in the policy-making positions and if past sports programs have been conducted with the educational interests of the participants as a priority. As pointed out earlier, the inherent values of athletics and sports are directly correlated to the quality of the leadership provided in the design and implementation programs.

"It stands to reason that the best interests of students could be served through the application of alternative number three, but that the actual mechanics of 'creating a new wheel' might cause various 'publics' to become alarmed as their traditional sports, for which many have vested interests, are forced to stand the scrutiny of today's students and their values as expressed in their responses to the interest surveys conducted as part of the self-evaluation process required by Title IX.

"So realistically, number two seems the way most schools are moving and this too has its drawbacks. Many feel that athletics as they exist for men today are a bit unwieldy and that the advent of Title IX could be an opportunity to put 'sanity' back into the programs. How do you feel?"

At this point the facilitator would display Chart 4 of this series on the overhead projector or on newsprint.

EQUALIZING ATHLETIC OPPORTUNITIES

- Ready to take the challenge and move forward?
- Wanting to comply but worried about where the money will come from?
- Hesitant regarding the whole issue?
- Absolutely opposed to this law and all it implies?
- Undecided . . .

Chart 4

"Hopefully each of us can see outselves in the first category of behaviors, Title IX is the law of the land and we now have the responsibility for assisting its implementation."

The facilitator should now display the final chart for this series on the overhead projector or on newsprint.

EQUALIZING ATHLETIC OPPORTUNITIES

"What Can Be" other areas of concern

- Affirmative action
- Governance
- Fiscal considerations
- Student treatment
- Employment practices

BUILD a continuum of possible action alternatives for each area

Chart 5

"Our challenge is to get moving! Find out what students want, what is feasible, what changes must be made, and how quickly one can get them accomplished. INVOLVE as many people as possible in the process so the results will not be negative or traumatic."

(Note: If the accompanying application booklet Implementing Title IX in Physical Education and Athletics is available, the facilitator may wish to direct the participants to part three, for suggested action alternatives for the headings noted on Chart 5 of this series.)

D. Creating a student interest survey (15 minutes)

The purpose of this activity is to provide participants with an overview of the data collection requirement of the Title IX regulation and some specific methods for carrying out student serveys which can identify student interests in various intramural and interscholastic sports programs.

1. Small group activity--"Criteria for a Student Interest Survey" (8 minutes)

This activity may be introduced with comments such as the following:

"One of the primary requirements for designing equitable competitive sports programs is the availability of information regarding student interests in competitive sports--club, intramural, and interscholastic programs. Such information is often obtained through the use of a student interest survey. Although the Title IX regulation does not require student interest surveys, it implicitly requires the development of procedures to determine the interests of students. These data should be considered in the design of athletics programs, at both the intramural and interscholastic levels.

"Designing and utilizing procedures for the collection of data regarding student interests in ways which are maximally effective is a continuing responsibility for athletics personnel. At this time we're going to take a few minutes to consider how a student survey may be used so as to obtain optimal results. Would you please take out Participant Worksheet PA-2? As you will note that this worksheet asks you to consider what should be included in a student interest survey, the frequency with which a survey should be conducted, and the outcomes you would project from such a survey in your schools.

"Would you please join two other persons and form a group to work together as you consider the answers to these questions? You'll have about eight minutes to complete the worksheet and then we'll see what ideas have been identified. Remember you will be considering an instrument that would assess interests for intramural as well as interscholastic sports programs."

The facilitator should assist participants as they move into small groups to discuss the questions on the worksheet. Participants should be given about 8 minutes to discuss the worksheet. At this point the total group should be reconvened into the total group.

2. Total group processing (7 minutes)

The facilitator should take a few minutes to process the responses of participants. It may be useful for the facilitator to ask someone to assist by listing some of the responses to the first question on the chalkboard or newsprint. Questions which could guide this processing are:

- What types of information should be included on such a survey?
- How would you distribute such a survey?
- How often do you think such a survey should be conducted?

After five minutes of group discussion, the facilitator should ask participants to take out Participant Worksheet PA-3 and review the information provided on the sheet.

The facilitator should ask the group to compare their responses with those provided on the worksheet. The point should be made that there is no single method for implementing a survey, but the participants may wish to consider use of the suggestions given in the group and those outlined in the worksheet as they implement their student interest surveys.

E. Title IX problem solving (20 minutes)

1. Individual activity--"The Coach James Case" (5 minutes)

The purpose of this activity is to assess and extend participants' skills in dealing with day-to-day problems which are likely to arise in the administration of athletics programs. Participants are provided a briefing sheet and four items which describe sex equity issues which must be resolved. Participants are asked to analyze the situations individually and then discuss them in small groups. The facilitator may wish to introduce this activity with comments such as the following:

"During this session our attention has been focused largely on the design and implementation of athletics programs. Important as this activity is, we must also be aware of the actions which must be taken in the day-to-day administration of the program. Knowing how to deal with the problems which inevitably arise is an essential component of sex equity.

"During the next activity you will have the opportunity to share the experience of Coach Pat James, Athletic Director for Hilltop School. You will be faced with some of the problems which arise and are asked to assist in helping Coach James deal with the problems.*

Note: The facilitator should note that Coach James is assigned no gender. This may be noted if assumptions of gender are made.

"Please take out Participant Worksheets PA-4 to PA-9. Here you will find a collection of materials on the Coach James Case--a briefing sheet, four memos or letters, and analysis sheet. Please take a few minutes to read the memos and answer the questions individually."

2. Small group discussions (10 minutes)

The facilitator should allow approximately five minutes for the group to complete their worksheets. When this has been completed, the facilitator should provide the group with the following directions:

"Now that you've had an opportunity to provide some suggestions for helping Coach James deal with the problems outlined in the sheets, we're going to ask you to discuss your solutions with other participants. You'll have about ten minutes to discuss the cases. To make sure that each case is covered, would the persons on the left side of the room concentrate on the memo received from Robert Welsh and Ann Brosh. The persons on the right side of the room should focus on the memos regarding Jack Ramsey and Jeffrey Evans."

The facilitator should allow about 10 minutes for small group discussion. During the time that small groups are discussing the cases, the facilitator should be available to answer questions, encourage participants, and supply any missing or needed materials.

3. Total group processing (5 minutes)

The facilitator should reconvene the group and spend a few minutes processing the small group discussions. Questions which might be used for this purpose include:

- What were the Title IX implications for the cases you considered?
- What solutions did you identify?

After the group has given some indication of their responses, the facilitator should call their attention to Participant Worksheets PW-5A to PW-8A, which provide an analysis of the cases. Participants may wish to compare their responses with those provided on the analysis sheets.

F. Summary comments (5 minutes)

The facilitator should spend a few minutes summarizing the session and preparing participants for the next session.

"During this session we have spent time considering the model for change, assessing sex equity in athletics programs, identifying steps for applying the change process, creating specifications of a student interest survey, and developing alternatives for solving sex equity-related problems. Each of these activities was directed toward increasing our understandings of the need for sex equity and the skills necessary for implementing sex equity.

"Efforts to implement Title IX can provide those of us involved in athletics with an important opportunity to critically examine the 'What Is' in our programs, to project the 'What Can Be' and to strive to achieve a high level quality program which meets the needs of all students. At this point we're going to take a ten minute break and then reconvene with the total group."

III. BREAK TIME REQUIRED: 10 MINUTES

IV. ACTION PLANNING FOR SEX EQUITY TIME REQUIRED: 50 MINUTES

(A)	Total group reporting	(15 minutes)
(B)	Lecturette--"Individual Action Planning"	(10 minutes)
(C)	Individual activity--"My Action Plan"	(10 minutes)
(D)	Small group discussions	(10 minutes)
(E)	Total group processing	(5 minutes)

Purposes of the activity:

Purposes of this activity are:

- to provide participants an opportunity to share the experiences in the physical education and athletic group sessions
- to provide participants with an overview of action planning
- to provide participants with an opportunity to develop initial change plans

Materials needed:

For participant use:

- "Suggestions for Action Steps"--Physical Activity Worksheet PAW-8 (attached to this session outline)
- "My Action Plan"--Physical Activity Worksheet PAW-9 (attached to this session outline)

For facilitator(s) use:

- Charts on "Effective PR" (see text IV B--"Individual Action Planning")

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and the participant materials
- review the suggested comments and lecturette and adapt them to accommodate unique group needs and facilitator style
- prepare the charts listed in the "materials" portion of this session outline
- arrange for an overhead projector if acetate transparencies are to be used

Procedure:

A. Total group reporting (15 minutes)

The purpose of this session is to create a climate for informal sharing of the activities of the physical education and athletics group sessions and to begin consideration of the development of initial action plans.

The facilitator should open the session with comments such as the following:

"You've been meeting apart as three (two) separate groups to consider some of the Title IX and sex equity concerns as they specifically relate to physical education and athletics. Before we move on to the next activity to gain a perspective of the types of things that happened in the physical education and athletics sessions, let's take a few minutes to review the sessions.

- *What kinds of things went on in your sessions?* (process group response)
- *What questions or concerns remain in your minds?* (process group response)
- *What follow-up actions are suggested?"* (process group response)

The facilitator should use this group processing as an opportunity to re-establish a common frame of reference for the total group. If the time is being used productively, the full 15 minutes should be devoted to this activity. If not, the facilitator should feel free to move into the next activity.

B. Lecturette--"Individual Action Planning" (10 minutes)

Suggested lecturette:

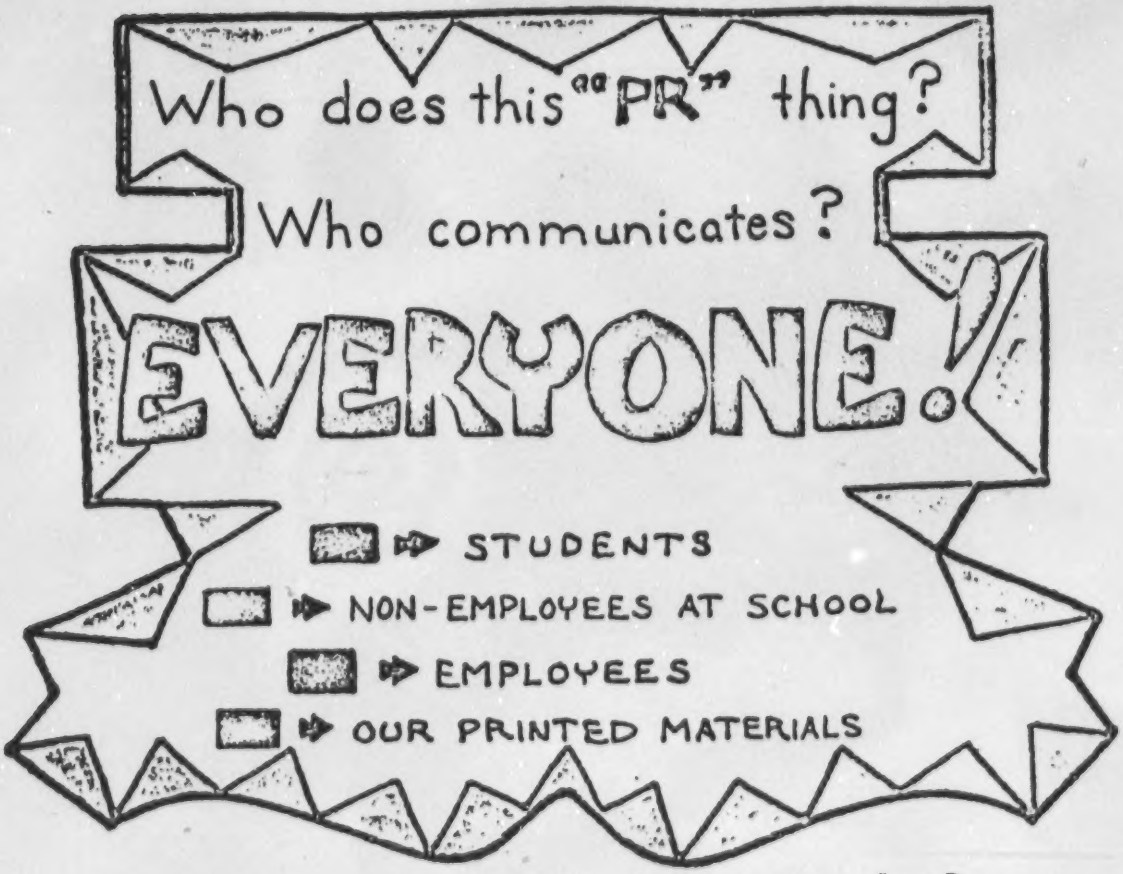
"During the application sessions we have focused on the issues of sex equity as viewed from the perspective of physical activity personnel. Primary attention has been given to the implications of sex equity for the structure and operation of physical activity programs. We know, however, that physical activity programs do not operate apart from the total school or the community. If changes are to be made, it will be necessary to interpret the need for change and to involve other groups such as board members, administrators, other staff, students, and the larger community. If we are to attain sex equity, it will necessitate our moving out and carrying out the various forms of public relations that are needed.

"How would we, as individuals, get on with this necessary "PR?" We begin with ourselves. We begin with our own internalization of the concept that each child is a human being and that each and all educational opportunities should be available to each child, no matter what sex. Once we've internalized this concept and made the changes, we must make as individuals in our own way of thinking..our own way of acting, then we will be individual role models for others to view and follow. This individual role modeling is the first and most lasting PR image we have.

"Do we begin to give lip service to equality and then continue to allow, lead, or organize in a discriminatory or biased fashion? Do we accept the law except for the part..any part that is disagreeable to our own vested interests?

"After personal internalization and action, we then must take it one step further--that of the involvement of others. Our involvement may take the forms of working with students and student groups to increase their levels of awareness and to involve them in the changes which must be made. Our involvement may mean taking the time to inform parents about the need for sex equity and the potential for positive outcomes. Or our involvement may mean working with our colleagues in interpreting the need for sex equity. Each of these forms of involvement make up our own "PR" programs."

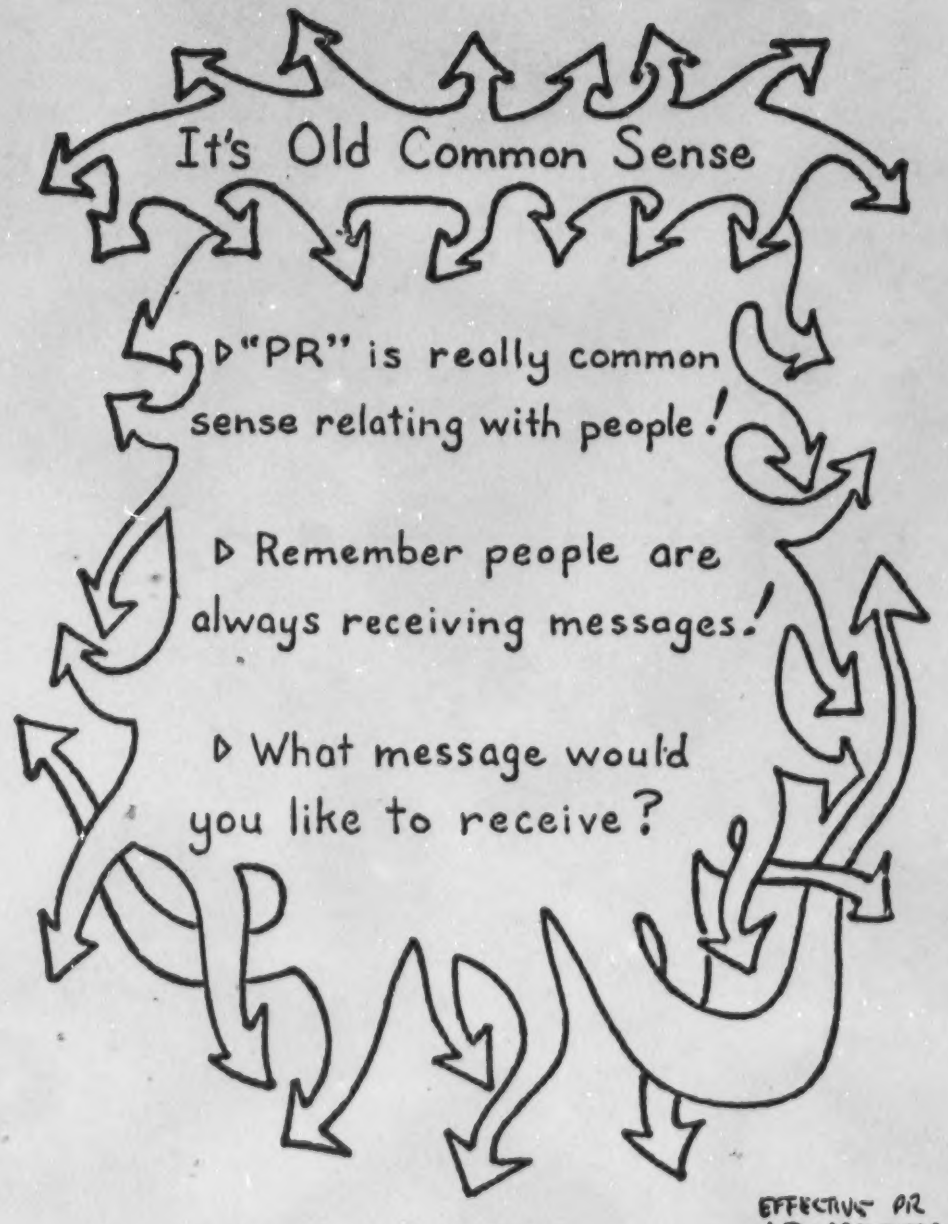
The facilitator would then display the first chart of the series "Effective "PR" on the overhead projector or on newsprint and continue.



"EFFECTIVE PR" (1)
CHART DEVELOPED BY LEW ARMISTEAD,
ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

"Who has responsibility for this "PR" thing? As we can see, EVERYONE must be in the act if PR is to be positive...if change is to occur we must COMMUNICATE effectively..."

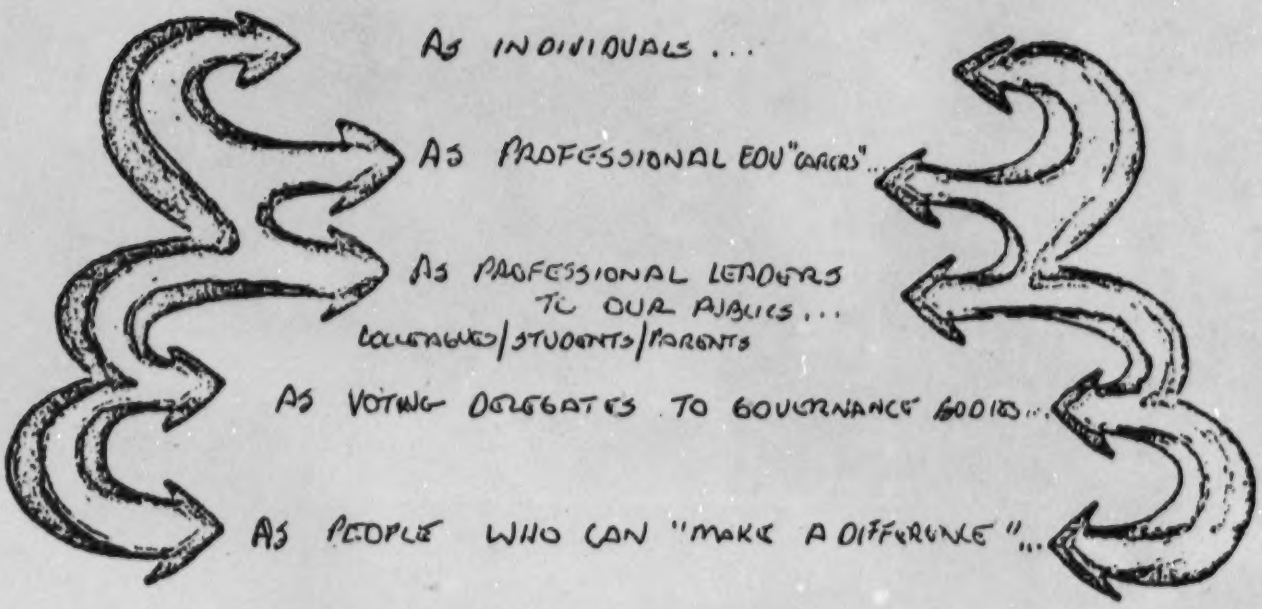
The facilitator would then display Chart 2 on the overhead projector or on newsprint.


It's Old Common Sense
▷"PR" is really common sense relating with people!
▷ Remember people are always receiving messages!
▷ What message would you like to receive?

EFFECTIVE PR (2) CLIMATE COALITION
LEW ARMISTEAD, ACSA

"The message(s) we project as individuals will serve as the force for change...in our actions as individuals--in our actions as composite groups--in our actions as a whole...Each of us starts from a different capacity and projects messages to those we influence...What messages do we send?"

The facilitator should then display Chart 3 on the overhead projector or on newsprint.


WHAT MESSAGES DO WE SEND?
AS INDIVIDUALS...
AS PROFESSIONAL EDU"CATORS"...
AS PROFESSIONAL LEADERS TO OUR PUBLICS...
COLLEAGUES/STUDENTS/PARENTS
AS VOTING DELEGATES TO GOVERNANCE BODIES...
AS PEOPLE WHO CAN "MAKE A DIFFERENCE"...

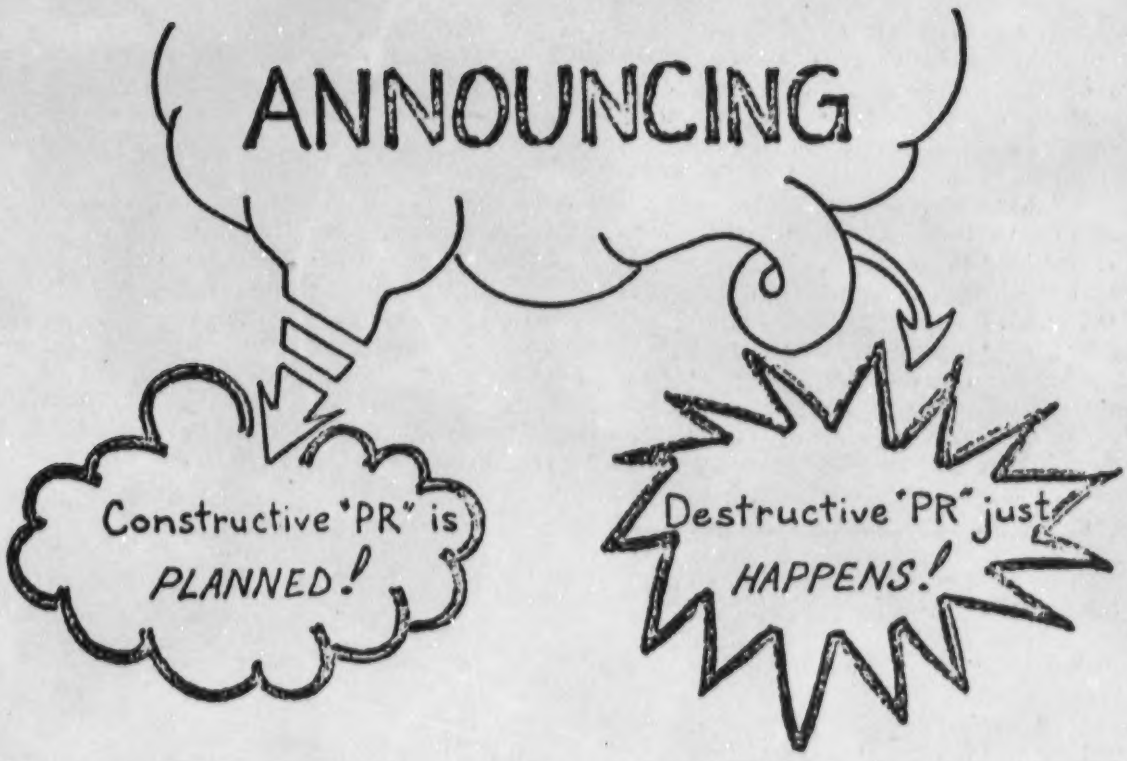
EFFECTING PR (3) ADAPTED FROM LEW ARMISTEAD, ACSA

"As individuals, are we projecting a real belief in equity? As professional educators are we making day-to-day decisions and actions equitable ones? As professional leaders, are we becoming change agents who act with confidence and not from a base of fear? Are we able to rally our colleagues, educate our students, relate to our publics in a positive way regarding equity matters--all equity--sex, race, or class?

"As voting delegates in our professional groups or as people who influence voting delegates, are we making change occur in athletics by-laws, schedules, policy so that sex equity can be achieved--at least on paper?

" And finally... as people who want to 'make a difference,' can we? Can we get beyond paper compliance to the point of implementing the spirit as well as the letter of the law?"

The facilitator should then display the final chart of this series on the overhead projector or on newsprint.



"One thing is sure--PR happens--if it is to be CONSTRUCTIVE, it must be planned...if it is to be DESTRUCTIVE, it will just happen. Planning increases the likelihood of our success in our efforts to attain sex equity."

C. Individual work--"My Action Plan" (10 minutes)

The exercise is designed to give participants a chance to develop an active plan which can assist them with the process of change. Participants are asked to develop goals and objectives, specify appropriate actions and establish timelines for change. The following instructions should be given:

"As we begin to think about our 'PR' responsibilities, we are inevitably faced with the need for planning the types of actions which we need to take. As we begin to think about change, it is important that we remember the various levels where changes may be made. Within our classes/teams we can begin to work with students in ways which ensure

a positive role modeling of sex-fair and sex-affirmative behaviors. Within our schools we can work with administration and other faculty to build a climate of awareness and positive action. And last, but not least, within our communities and professional assocations, we can provide leadership necessary for change.

"These outcomes will not happen without planning and effort. Would you please take out Participant Worksheet PAW-9 entitled "My Action Plan." The worksheet is designed to provide a method of planning those changes which are needed to achieve sex equity. If you will also take out Participant Worksheet PAW-8, you will note a listing of the types of action steps which you can take in your departments, your schools, your community and your professional associations. Please review the list of possible action steps quickly, as a means of thinking about the various types of action which may be taken. Then, complete Participant Worksheet PW 9, which provides a method of planning the actions you wish to take. You'll have about 10 minutes to begin to formulate your plans and then spend a few minutes sharing those plans with others in a small group."

The facilitator should move about the room to be available to answer questions or make suggestions.

D. Small group work (20 minutes)

After participants have had an opportunity to complete Participant Worksheet PAW-9, they should be asked to form groups of four. The primary objective of the small groups would be to encourage the sharing of action ideas and for gaining suggestions as to how they might be implemented. Comments such as the following would be appropriate:

"Now that you've had an opportunity to identify some personal action plans, we'd like you to form groups of four persons, then share your goals and the actions which would be necessary for carrying them out. As you discuss your plans, it is useful if you listen carefully to others and help them clarify their goals, offer suggestions of resources or action when appropriate and provide any other 'pointers' that would be useful."

The facilitator should be available to assist in the formation of groups, the identification of objectives, or the provision of relevant information whenever appropriate.

E. Total group processing (5 minutes)

After groups have had an opportunity to share ideas, the facilitator should reconvene the total group and process the discussions. Questions which would be appropriate are:

- *"What types of action plans did you identify?*
- *What barriers do you anticipate in carrying these out?*
- *What supports do you have for accomplishing your goals?*

- *What observations do you have at this point?"*

The facilitator should not "force" these questions, but allow for any relevant comments or observations.

V. EVALUATION AND CLOSING — TIME REQUIRED: 10 MINUTES

(A) Completion of evaluation sheets (5 minutes)
(B) "Summary and Closing Comments" (5 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to evaluate the activities included in this application module
- to provide participants with a general summary of the application sessions
- to provide closure for this application module and preparation for the third generic session

Materials needed:

For participant use:

- evaluation sheet (Physical Activity Worksheet 10)

For facilitator use:

- charts on "Achieving Sex Equity in Physical Education and Athletics: A Summary" (see text in V. B. "Summary and Closing Comments")

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this section of the outline and all participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Completion of evaluation sheets (10 minutes)

The purpose of this activity is to provide participants with an opportunity to evaluate Application Sessions A and B. This may be introduced with comments such as the following:

"We would like each of you to take out Physical Activity Worksheet 10 which is the evaluation form for the Application Sessions. You will note that the questions provided in this evaluation are designed to obtain two kinds of information:

- *Your feedback regarding these two Application Sessions--What activities were most useful? Which were least helpful? What do you believe you gained from the Application Sessions? Your answers to these questions can help us to improve our future inservice training programs. Please indicate any ideas which*

you may have regarding activities which could assist you and others in physical education and athletics to achieve sex equity.

- *Your ideas regarding future needs and follow-up--We are also asking you to help us in identifying follow-up activities and areas for future information or inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and others working in physical education and athletics to achieve sex equity."*

The facilitators should allow the participants a few minutes to complete the evaluation sheets. After participants have completed the evaluation, they should be collected and any questions that are raised should be answered.

B. Lecturette--"Summary and Closing Comments"
(5 minutes)

After collecting the evaluation sheets, the facilitator will close the session by briefly summarizing the two application sessions, thanking all of the participants for their attentiveness and introducing the framework for the final generic session. These comments might be used.

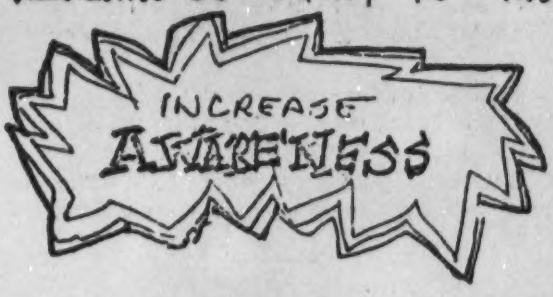
"In these two application sessions we have attempted to assist each of you in:

- *gaining a thorough knowledge of Title IX and its requirements as it relates to physical education, athletics, and selected areas of ancillary concern*
- *increasing your knowledge of an organized change process which may be utilized in the implementation of Title IX and the attaining of sex equity*
- *learning the skills of analysis and action planning for each of the major areas of concern*
- *actually applying this knowledge, skill, and process to physical activity concerns--the local school site, the district school office, the community at large, and the state/region/nation*

"In each of the objectives I've just mentioned, we have attempted to do four things:"

The facilitator should now display the first chart in the series entitled "Achieving Sex Equity in Physical Education and Athletics: A Summary" on the overhead projector or on newsprint.

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: A SUMMARY (1)



• • • REGARDING • • •

- THE LAW
- SEX DISCRIMINATION
- CHANGE
- CHANGE PROCESSES

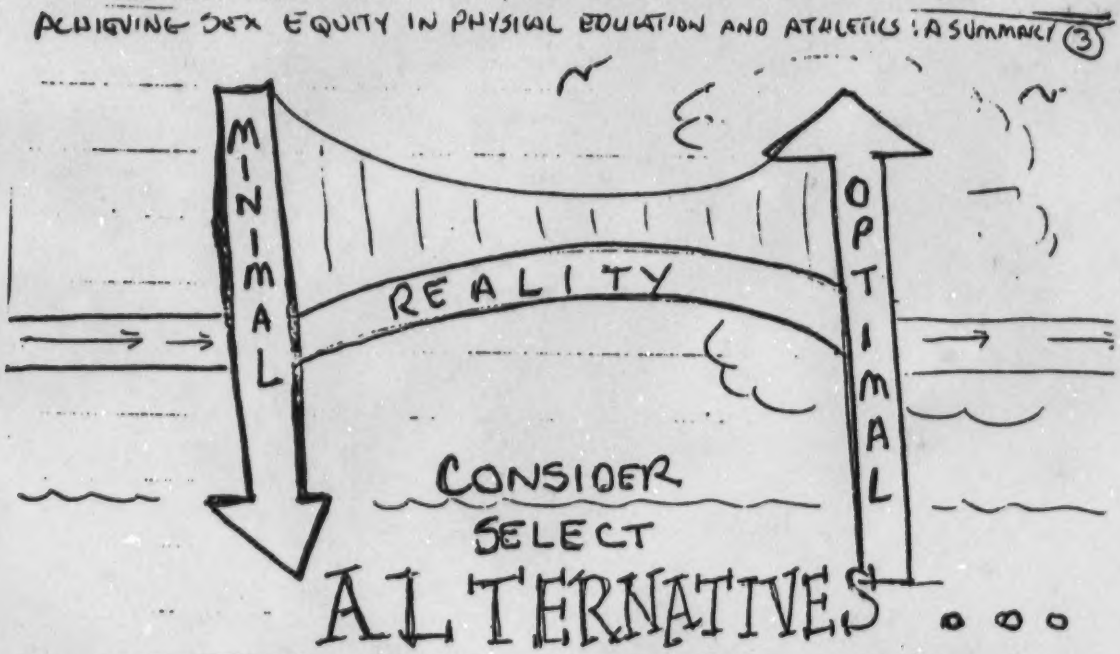
"First, increase your awareness: regarding the law and its requirements; sex discrimination--the whys, hows, and wheres we see as evidence of its existence in physical activity programs; change and the need for going about it in a systematic fashion; and finally, the application of a workable change process which allows schools to explore alternatives and then plan for positive action steps.

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: A SUMMARY (2)

DEAL WITH ATTITUDES . . .

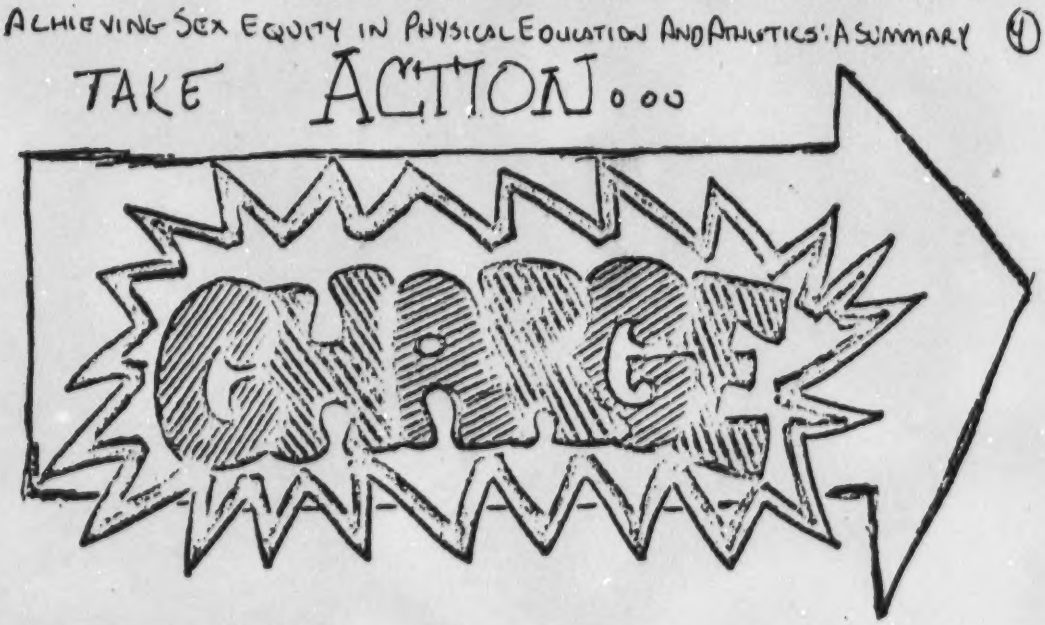
"Second, the attitudes we bring to Title IX implementation programs and the examples we provide for others are critical elements in the success or failure of sex equity efforts. It is our responsibility to help interpret the need for equity to others and to design 'PR' strategies which can result in a higher level of sex equity."

The facilitator would then place Chart 3 on the overhead projector.



"Third, consider and select from the range of available alternatives the minimal and optimal avenues which may be pursued. Our goal must be to establish the design for 'What Will Be.'"

The facilitator should then place Chart 4 on the overhead projector.



"And finally we've identified action steps appropriate to each of our concern areas so we could CHARGE... forward to the attainment of sex equity... forward to better programs for students... forward toward better communication skills with ourselves, our colleagues, and our 'publics'... forward toward making the realities optimal. Now the methods are known, the necessary steps for implementation outlined, the responsible persons identified, and the due dates set...we should be ready to TAKE ACTION."

The facilitator should turn off the overhead projector at this point.

"As you carry out these implementation strategies it is important for you to remember these major points:

- *Title IX implementation provides an opportunity to improve all educational programming. The skills developed here can assist you in making meaningful changes in any or all facets of physical activity programming.*

- *Title IX implementation is a part of a total program of increasing educational equity for all students. The activities suggested for achieving sex equity in physical activity programming should be adapted and utilized for achieving all equity... in regard to race, culture, class and physical capability as well as the area of sex equity. The ultimate goal of equity efforts is to ensure that all students are provided with physical and mental experiences which will prepare them for equal participation in our society and for maximizing the development of their potential.*

- *The achievement of sex equity is best accomplished through the positive individual and group efforts which establish exemplary modeling. Each of you is a visible and potential leader within your school system and community and your response to Title IX issues and other equity concerns is an important factor in the quality of education provided in your system. We hope that each of you will be a positive force for ensuring that the needs and rights of all students are a consistent concern in your program and your school, and that you systemically act to ensure that the total organization and individual staff members perform in ways which are consistent with this concern for equity.*

"In conclusion, I will close with this adaptation of a quote from Carl R. Rogers, the eminent psychologist/counselor/educator:

> *The only person who is educated is the person who has learned how to learn; the person who has learned how to adapt and change; the person who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.'*

"We have been learning how to learn..how to adapt and how to change... good luck in your efforts to implement Title IX and achieve sex equity in your schools."

The facilitator should announce the next general session and the location where it will be held.

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR CHANGE

Charts and Information Sheets for Facilitators
For Session B

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles In Education
National Foundation for the Improvement of Education

AN EQUAL CHANCE THROUGH TITLE IX:*
AN ANALYSIS

Physical Activity Information Worksheet 3

The exercise involving the viewing of the film "An Equal Chance through Title IX" also requires the participants to analyze the film in terms of the assumptions made by the film. Enclosed in this set of materials is the analysis sheet (Physical Activity Worksheet 4) with a sampling of the assumptions made in the film. An exhaustive analysis of the film is included for your preparation with the variative script. Please preview the film and review the analysis points before the exercise.

*This film may be obtained from the American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, Washington, D. C. 20036.

AN EQUAL CHANCE THROUGH TITLE IX: AN ANALYSIS

(Note: The following are just some of the assumptions made by the film. The answers can help facilitate the discussion)

1. What assumptions seemed to be made about students in the film? (e.g., kids naturally enjoy physical activity)

   - all students deserve the opportunity to reach their full potential
   - movement competence is essential to later physical development
   - sports are appropriate for some and inappropriate for others (sex-linked)
   - competition teaches social lessons
   - vigorous activity is needed for fitness
   - the demands of daily life make little distinction between men and women
   - competitive athletics is for physically gifted students of both sexes

2. What assumptions seemed to be made about physical activity programs in the film? (e.g. physical education programs are very important to the development of self-image)

   - many programs will have to change
   - sound programming can be run on a sex-integrated basis
   - sports require complex physical skill
   - team teaching is desirable
   - curriculum is not mandated in the law
   - curriculum development is the right and the responsibility of the school
   - lifetime fitness is a worthy goal
   - everyone needs a healthy body

3. What assumptions did you see being made about similarities of male and female students in the film?

   - in primary school, boys and girls have traditionally been treated equally
   - females and males can learn physical competence together
   - the range of ability is similar in males and females
   - both females and males can learn to be good competitors
   - both males and females desire to be physically fit

4. What assumptions did you see being made about differences between male and female students in the film?

   - early in school boys and girls are assumed to have different interests and talents in school
   - boys are active, girls are passive

AN EQUAL CHANCE THROUGH TITLE IX: AN ANALYSIS

Major Points and Assumptions	Narrative
• All students deserve the opportunity to reach their full potential, both mentally and physically	"Women," advised Aristotle, "may be said to be inferior men." Though it has taken more than two milleniums, most people have come to believe that both sexes deserve equal opportunity to reach their full potential . . . that all persons -- both men and women -- must be given equal treatment before the law. That's what Title IX of the Education Amendments of 1972 is all about . . . it says that no person may be excluded on the basis of sex from any educational program or institution receiving any federal support. Simply interpreted for physical education that means that all physical education classes will become sex integrated.
• Many schools will have to change the programs	That puts the burden of change with school classes and activities which have been traditionally sex segregated. Change does not come easily. We hope that this film will help make the changes required by Title IX easier for the people who have to change the most.
• Sound physical education programming can be run on a sex integrated basis	Schools all over the country are proving that Title IX can enhance and complement sound physical education programs. Hundreds of schools anticipated Title IX and already have almost totally sex-integrated physical education. (Location sound: "I got it") (Location sound)
• Sex-integrated physical education classes are common in the early grades	Traditionally the early grades were seldom sex segregated.
• Movement competence is essential to later physical development • Physical competence is essential to total development	Boys and girls together learn the early movement patterns that are the building blocks for future achievement. Every child needs physical activities for total development

• Physical development instruction is needed by females and males. • Sex stereotyping takes place early in the schooling process. • Sports have been presented as activities inappropriate for females. • Males have been urged to be actively involved in sports.	Elementary physical education is provided under direction of a physical education specialist supported by the classroom teacher. There is no question that developmental needs are equal for both boys and girls. As early as 4th or 5th grade, though, sex stereotyping begins--even with something as natural as handling a ball. Traditionally teachers separated boys and girls so boys could learn about sports not supposed to be suitable for girls.
• One of the ways to build self-confidence is through a positive self concept and successful physical activity.	Any activity that a child can accomplish successfully, that builds self concept and forms a basis for self confidence is a good activity.
• Historically physical self-confidence has been important for males and not females.	Title IX is helping to dispel these outworn ideas of "suitable" activities that have grown out of old sex-stereotyped ideas.
• Physical activity programs are usually integrated at the elementary school level.	The specialist here is working with boys and girls to combine rhythm with movement concepts. There are few problems in complying with the requirements of Title IX in elementary physical education.
• It is important that both males and females have opportunities to develop leadership.	Opportunities may be provided for boys and girls to be leaders.
• Sports require complex physical skills.	In the intermediate grades boys and girls operate in a more structured situation. A teacher's first task is to see that all boys and girls are ready for the more complex physical skills needed for sports.
• Historically there have been different activities, skills, and emphases for male and female programs.	Many of these sport skill activities have traditionally been available separately to boys and girls. In the sex-segregated classes, pairing and grouping were usually based on size, age, strength, skill or weight.
• Grouping by size, age, strength, skill or weight are objective criteria. • Grouping by sex is not an objective criterion.	Grouping by size, age, strength, skill or weight applies in sex integrated classes also, with special attention given to individual differences.
• Integration of physical education must continue into intermediate school.	The only difference made by Title IX is that boys and girls not be separated by sex but continue to be together in classes as they were in the primary grades.

• Students need positive reinforcement. • Students can help one another.	Students receive help and encouragement from the instructor and coach each other as they begin to learn the details required by special activities.
• Safety is important and the responsibility of staff and students.	Teachers are concerned with safety and make this a vital part of learning. Safety is a mutual responsibility shared by all. Here again, it is important for both boys and girls to be equally responsible.
• Physical contact activities may be conducted on a sex-segregated basis.	In many classes in today's physical education both boys and girls are attracted to the martial arts and wrestling. But boys and girls are not required to wrestle together. This wrestling class is made up entirely of boys.
• Females can be challenged by strenuous physical activities. • Title IX is not a curriculum law. • Equal access and integrated offerings are the key to Title IX.	Weight training classes which were often reserved for male students are now open to females. They enjoy the same challenge as males, as well they should. Title IX mades no requirement as to curriculum -- only that classes be open to all and not be conducted separately on the basis of sex.
• Movement competency is a physical and psychological prerequisite for competitive situations. • Competition teaches social lessons	With a solid foundation of efficient movement skills, the intermediate student is ready both physically and psychologically for supervised mild competition. Here students learn integrity in competition by playing games by the rules -- and within the rules. In intramurals, Title IX requires sex-integrated teams in all but contact sports. Equality of opportunity is the major intent, and teams should be picked on the basis of skill, weight, strength, or age -- not sex.
• Team teaching is an approach that works with integrated physical education classes. • Team teaching is desirable.	Instruction in sports activities such as wrestling or football may present problems which, in some cases, team teaching can help solve. Granted, there are honest differences of opinion about what <u>is</u> a contact sport.
• Rule modifications are necessary for the successful integration of contact activities. • There are more similarities than dissimilarities in the way that males and females play. • Qualified staff can instruct and supervise students of both sexes.	Obviously tackle football is, but like most games, the rules can be modified so that boys and girls may play together. Here, flag football is being played in single sex teams, Note the similarity in the way boys and girls play, even in separate teams. Under Title IX after school interscholastic teams may be made up of either all boys or all girls. The major requirement to understand is that both boys and girls be given equal opportunity to participate in the sport they are able and want to engage in. Note this boys' team coached by a woman.

• Compensatory opportunities for females are valid and required when opportunities have been limited in the past.	Sometimes girls ask to be allowed to try out for the boys' team in certain sports. It may be necessary to allow this and let them play on the boys' team if the overall opportunities for girls are not in parity with opportunities for boys. It is not necessary to allow males to try out for a female team unless the local situation is such that girls have more overall opportunities than boys to engage in competitive activities. Title IX is an equal opportunity law -- to ensure fair treatment for all.
• Students need to be informed of program changes and the reasons for the changes.	(sync. sound: "Greg, I would like to welcome you to Madison as a tenth grader. And I would like to help you plan your program for this year. In all junior high and senior high schools, PE is now co-ed, meaning that you will have girls in your class. Heh...Heh...Think you can handle that? There is no telling how many boys or girls will be in a particular class, and, as I am sure you are aware, there are some sports that are more popular for the boys and some for the girls. The whole thrust for this program is that each and every program will be available for both sexes; for example, a girl who is interested in flag football may play flag football, and a boy who is interested in volleyball will be able to get volleyball. And there will be a mixture in your class, sometimes even, sometimes uneven.")
• Females and males can learn physical competence together.	Here again, boys and girls both have a chance to participate equally in this challenging weight training class.
• Differences are not necessarily deficits.	The degree of muscular strength between the sexes may differ but the goal is the same - a healthy, fit, totally functioning person.
• Self confidence, from physical fitness provides personal satisfaction.	The self confidence that comes from physical fitness provides satisfaction for girls and boys.
• Vigorous activity is needed for fitness.	Girls love one of the most demanding of all activities -- cross country running. There is equal need by both sexes for vigorous physical activity to maintain good cardiovascular conditioning, or physical fitness.
	Greg: "What about the contact sports like wrestling?" Counselor: "OK, wrestling is a little bit different, Any boy or girl who is interested in wrestling may sign up for it. However, boys wrestle with boys and girls wrestle with girls.

Like I said, the main thrust of this program is to give anybody a chance to take any sport in which they are interested."

- Dance provides a valuable socializing experience for students.

Ballroom dance is traditionally a coed activity, a natural socializing experience that continues to be popular. Other dance forms -- ballet, ethnic, and modern, for example -- are increasingly popular with both boys and girls.

- Curriculum development is the right and the responsibility of the school.
- All students deserve an equal chance to develop physical competence.

To repeat, each school still has the right and responsibility for curriculum development. The only requirement made by Title IX is that all students, male and female have equal access to what is offered.

Here students receive one-to-one instruction by the teacher.

- The range of skill found within groups of males and females is similar.

It is interesting to note that the range of ability in time trials shows little difference between sexes. Perhaps one of the reasons is that girls have had competitive opportunities in swimming over a longer period of time. One of the more exciting courses offered in some schools is scuba diving -- an exhilarating, individual experience.

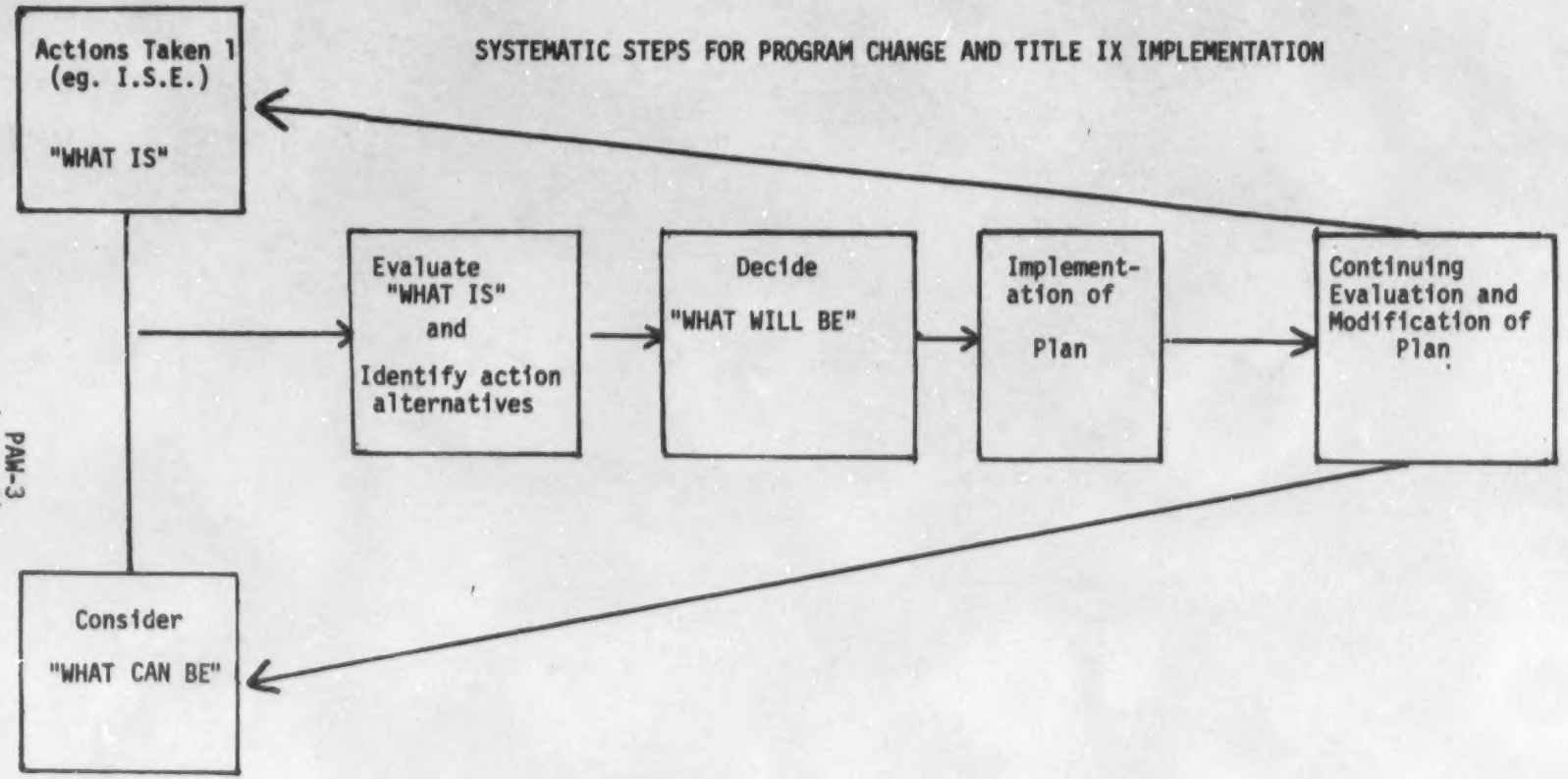
- Physical competence should be learned sequentially.
- Physical fitness has social implications.
- The rules learned in game playing provide models for appropriate social behavior.

With movement ability developed in the early years and sports skills sharpened in intermediate grades, high school students are ready to learn more advanced concepts.
They learn the value of physical fitness and respect for the ability to cope with emergencies as well as the demands of everyday life. They begin to see how the rules used in game situations can sometimes help them handle real life experiences.

- Lifetime fitness is a worthy goal.

Our goal for students is that they develop the ability and the desire to stay fit throughout a lifetime. It is important to note that Title IX makes no requirements as to choice of equipment. Students are helped to choose the activity that best suits their strengths, skills and needs. Vigorous warm ups are fun for everybody. In many parts of the country, skiing is a popular winter sport for both men and women -- in fact, the whole family. To ski well and safely requires a high level of skill, flexibility, strength, and endurance. A high school physical education class is an excellent place to prepare for a trip to the snow. All this is topped off with a two-mile run. Hey, the teacher made it!

• There are physical differences between females and males.	With slightly modified rules to limit potentially dangerous body contact, most games can be made suitable for integrated classes.
• The pressures of everyday life do not differentiate on the basis of sex.	The demands of daily life make little distinction between the sexes.
• Peak mental and physical well-being is a desired state of being for both adults and young people.	In order to function effectively, men and women need the opportunity reach a peak mental and physical well-being.
	The intent of Title IX is to assure that no students because of sex will be cheated out of the opportunity to develop all their potential for a full and healthy life.
• Competitive athletics is a program for gifted students. • The purpose of physical education should not be the preparation of interscholastic athletes.	Although athletics is available for the gifted individual who wishes to excel, the purpose of physical education is not to make an athlete of every student.
• Physical activity should be an enjoyable part of life.	The more realistic purpose is to help each one acquire the skills and confidence that will help make vigorous activity an enjoyable part of the daily lifestyle. Every student should know what it feels like to be healthy and fully functional.
• Females and males are more similar than dissimilar.	Where they have the opportunity, girls show that there are more similarities than dissimilarities between the sexes.
• Females should have the opportunity to compete. • Females are just as good competitors as males.	Up the last hill, here is where legs seem to turn to water, but a resolute spirit wins out. When girls have the opportunity to participate they are good competitors.
	So long as a sport is equally available, athletic teams may be of a single sex or sex integrated depending on the circumstance.
	Boys on the water polo team practice at six o'clock in the morning.
• Everyone needs a healthy body.	Everybody needs coordination, strength, skill, endurance, and a healthy body!
• Everyone has a need for physical and mental well-being.	Everybody needs physical and mental well-being! Everybody needs activity for a lifetime. All kinds of people. All their lives! Title IX is another step to assure that everybody achieves this. Keep Moving, America, we're doing great!


SYSTEMATIC STEPS FOR PROGRAM CHANGE AND TITLE IX IMPLEMENTATION
Actions Taken 1
(eg. I.S.E.)
"WHAT IS"
Evaluate
"WHAT IS"
and
Identify action
alternatives
Decide
"WHAT WILL BE"
Implement-
ation of
Plan
Continuing
Evaluation and
Modification of
Plan
Consider
"WHAT CAN BE"

PAW-3
(page 9)

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR ACTION

Charts For Elementary Physical Education Subgroup

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

MODEL PROGRAM DEVELOPMENT CHART ONE

COMMIT TO THE CONCEPTS OF TITLE IX ...

ELIMINATE OBVIOUS SEX DISCRIMINATIONS

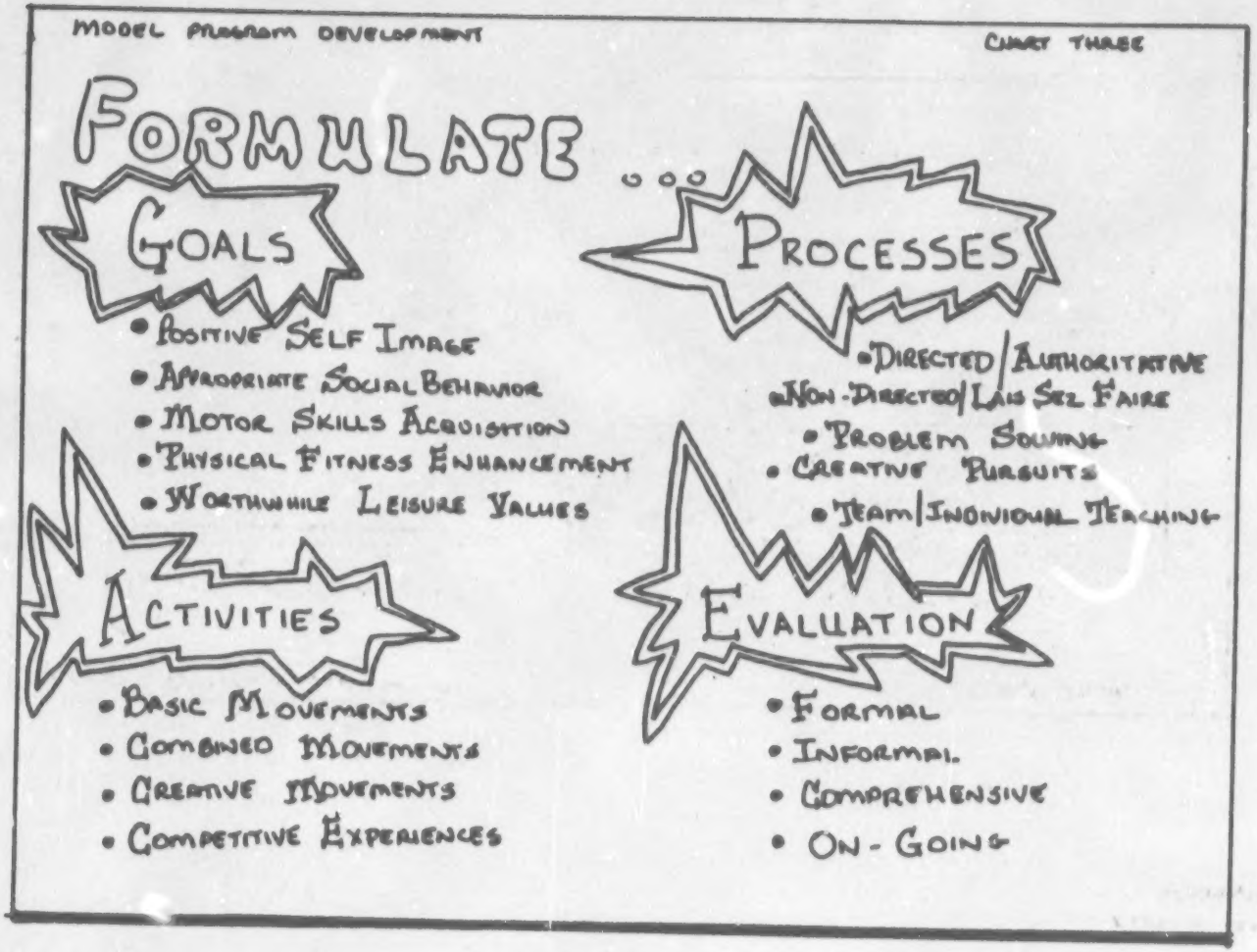
PHYSICAL ACTIVITY FACILITATOR CHART
ELEMENTARY SUB-GROUP 3

MODEL PROGRAM DEVELOPMENT — CHART TWO

EXPLORE PROGRAM POSSIBILITIES...

- NEEDS OF STUDENTS
- COMMUNITY / CULTURAL INFLUENCES
- EXISTING SCHOOL PRIORITIES
- STAFF CAPABILITIES

PHYSICAL ACTIVITY FACILITATOR CLINIC
ELEMENTARY SUB-GROUP 4



MODEL PROGRAM DEVELOPMENT

CHART FOUR

COMPLETE OTHER NECESSARY ACTION STEPS

- TRAINING STAFF
- IMPLEMENTING PROPOSED PROGRAM/ACTIVITY
- EVALUATING AND REDESIGNING
- CONTINUING THE IMPLEMENTATION
- "P.R." ING . . .

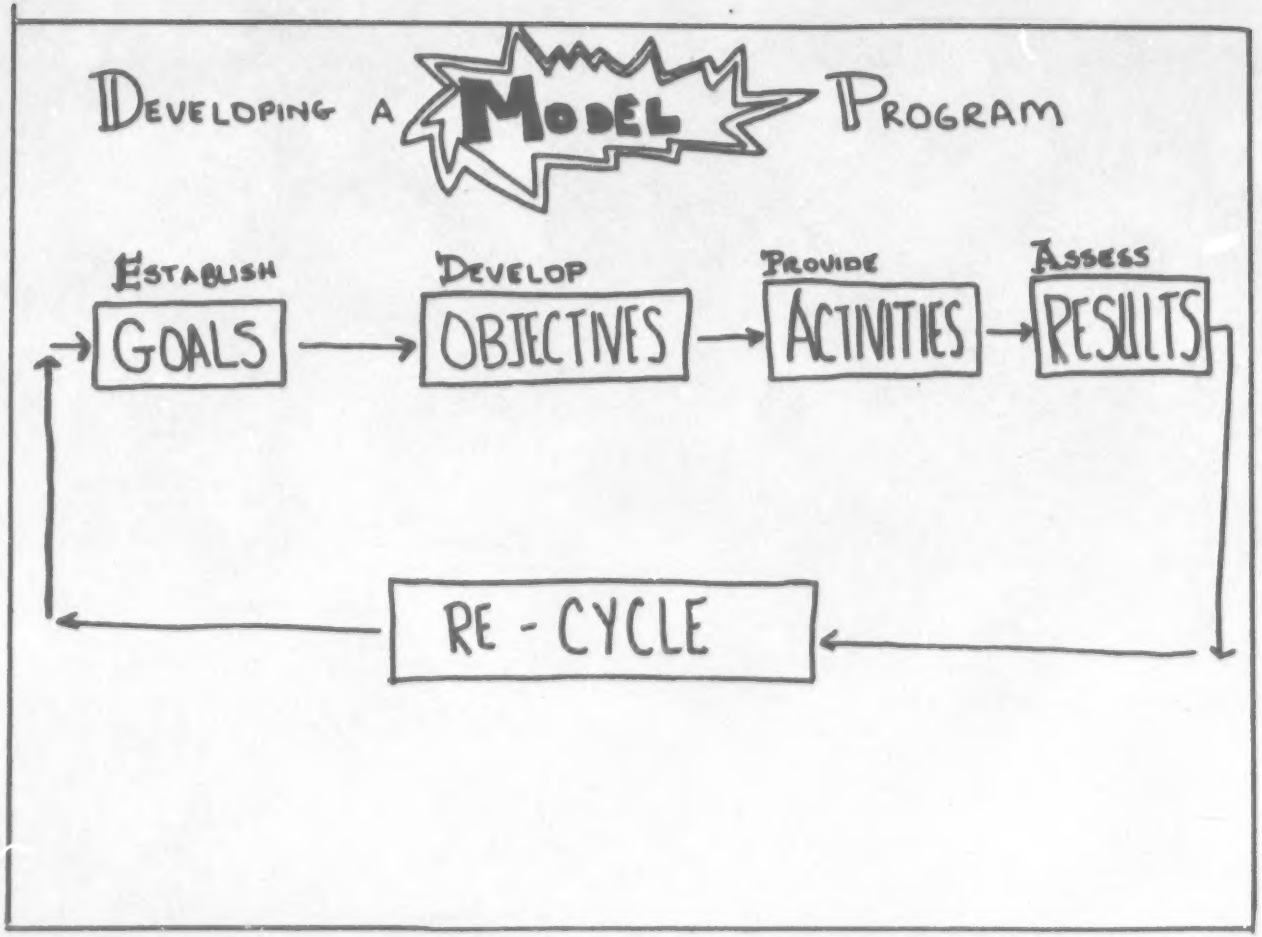
ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR ACTION

Charts For Secondary Physical Education Subgroup

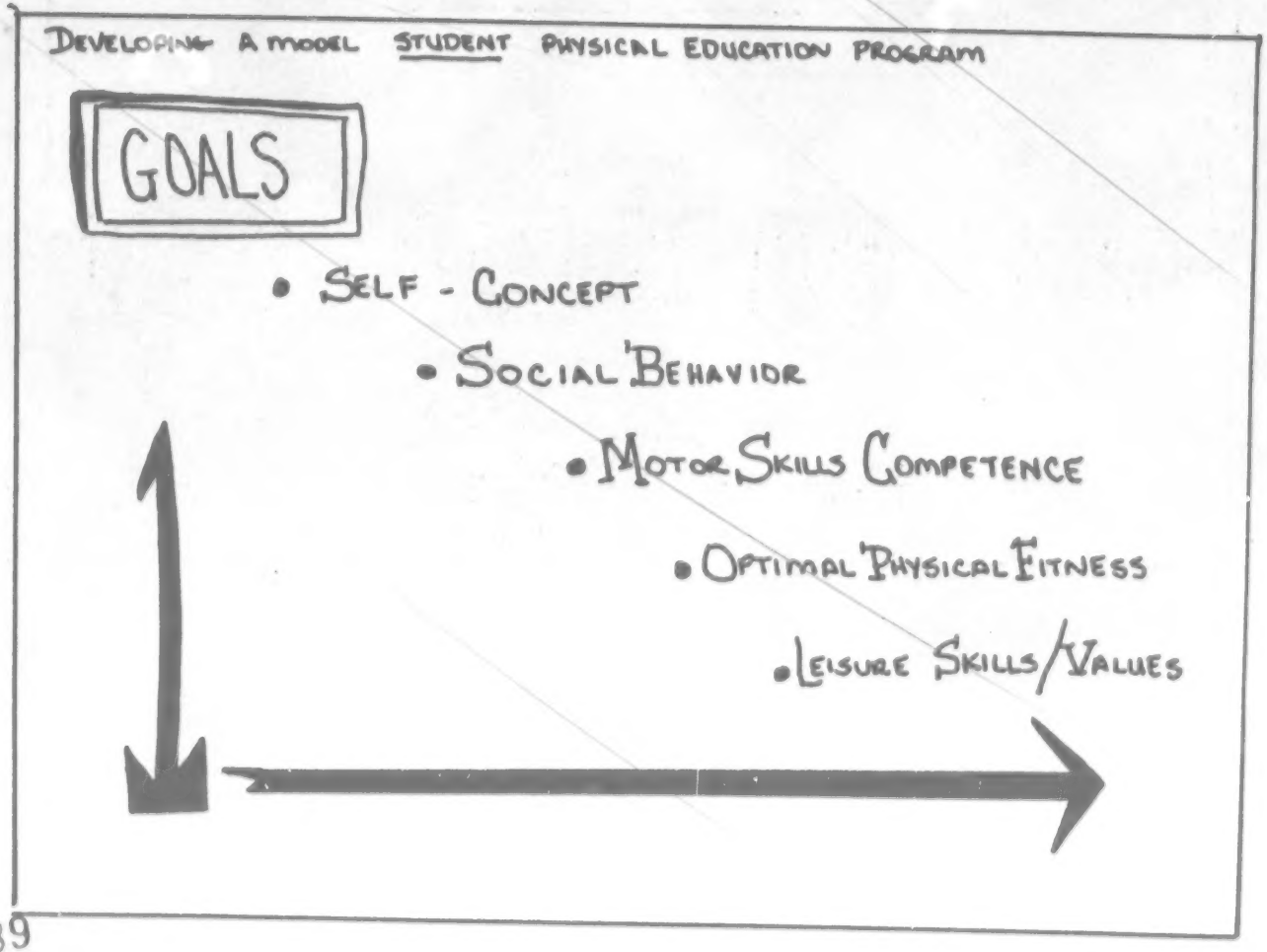
Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

PHYSICAL ACTIVITY FACILITATOR CHART
SECONDARY SUB-GROUP [1]



PHYSICAL ACTIVITY FACILITATOR CHART
SECONDARY SUB-GROUP [2]

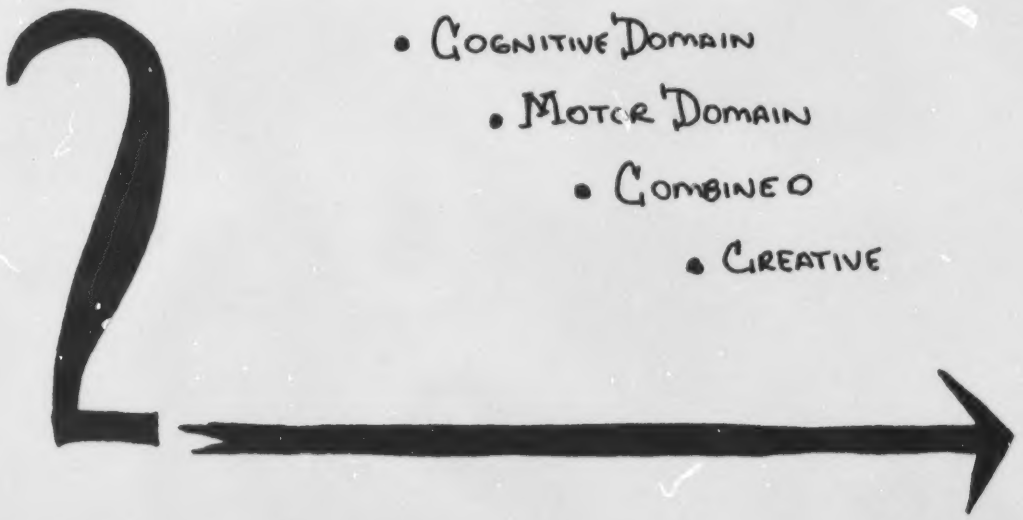


PHYSICAL ACTIVITY FACILITATOR CHART
SECONDARY SUB-GROUP [3]

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

OBJECTIVES

- AFFECTIVE DOMAIN
- COGNITIVE DOMAIN
- MOTOR DOMAIN
- COMBINED
- CREATIVE



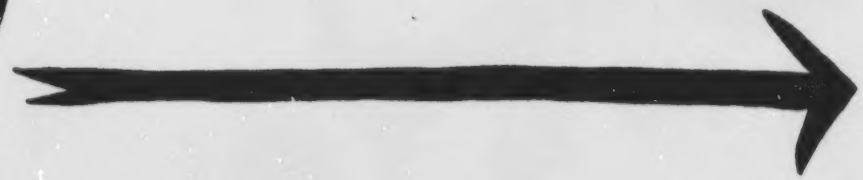
PHYSICAL ACTIVITY FACILITATOR CHART
SECONDARY SUB-GROUP [4]

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

ACTIVITIES

- BASIC MOVEMENTS
- COMBINED MOVEMENTS
- CREATIVE MOVEMENTS
- TRADITIONAL MOVEMENTS
- COMPETITIVE MOVEMENTS
- NEW GAMES

3

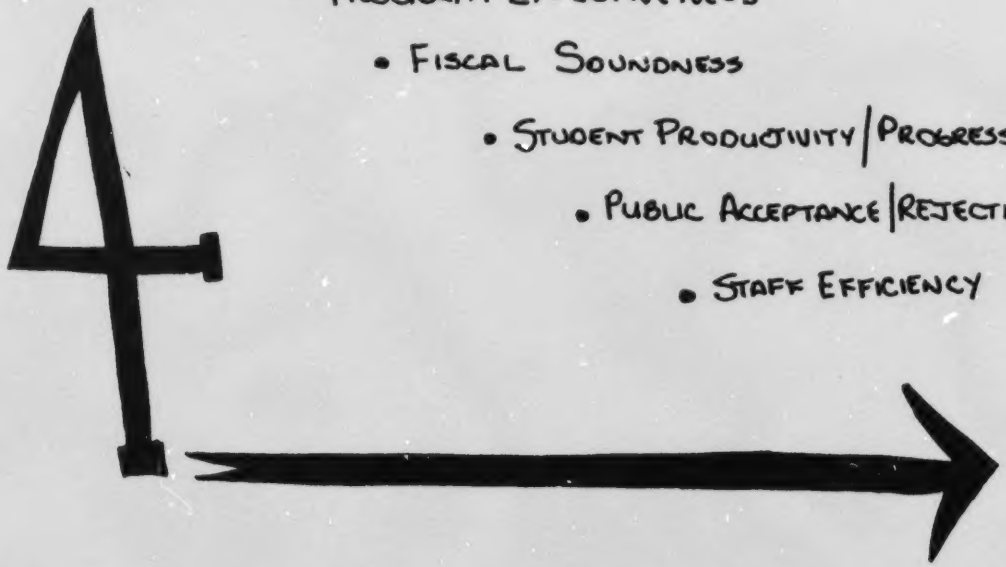


PHYSICAL ACTIVITY FACILITATOR CHART
SECONDARY SUB-GROUP 5

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

RESULTS

- PROGRAM EFFECTIVENESS
- FISCAL SOUNDNESS
- STUDENT PRODUCTIVITY/PROGRESS
- PUBLIC ACCEPTANCE/REJECTION
- STAFF EFFICIENCY



EQUALIZING ATHLETIC OPPORTUNITIES

CHART ONE

FINDING "WHAT IS" ...

- REVIEW CURRENT PROGRAMS, POLICIES, PRACTICES
  - WHAT'S OFFERED? TO WHOM?
  - HOW MAY A STUDENT GET INVOLVED?
  - HOW MANY ARE INVOLVED? BOYS? GIRLS?
  - ONCE INVOLVED, HOW ARE THE STUDENTS TREATED? "LAUNDRY LIST..."
  - WHAT ABOUT FUNDING?
  - HOW ABOUT HONORS AND RECOGNITIONS?
  - WHAT ABOUT STAFF POLICIES AND TREATMENT?

PHYSICAL ACTIVITY FACILITATOR CHART
ATHLETICS SUB-GROUP [2]

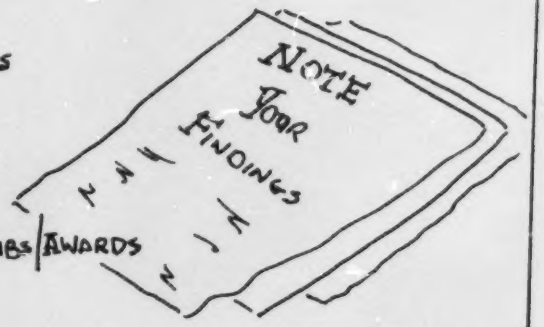
EQUALIZING ATHLETIC OPPORTUNITIES

CHART TWO

FINDING "WHAT IS" . . .

- LOOK AT

- SCHEDULES
- ROSTERS - COACHING ASSIGNMENTS
- PRACTICE TIMES & PLACES
- GOVERNANCE BY-LAWS
- ELIGIBILITY RULES
- EQUIPMENT INVENTORIES
- SAFETY POLICIES
- TRAVEL POLICIES
- CODES OF CONDUCT
- HONORS CRITERIA FOR CLUBS/AWARDS
- STUDENT PUBLICATIONS
- BUDGETS
- FACILITIES
- ETC. . . . ETC. . . .



EQUALIZING ATHLETIC OPPORTUNITIES

CHART THREE

DECIDING "WHAT COULD BE" ...

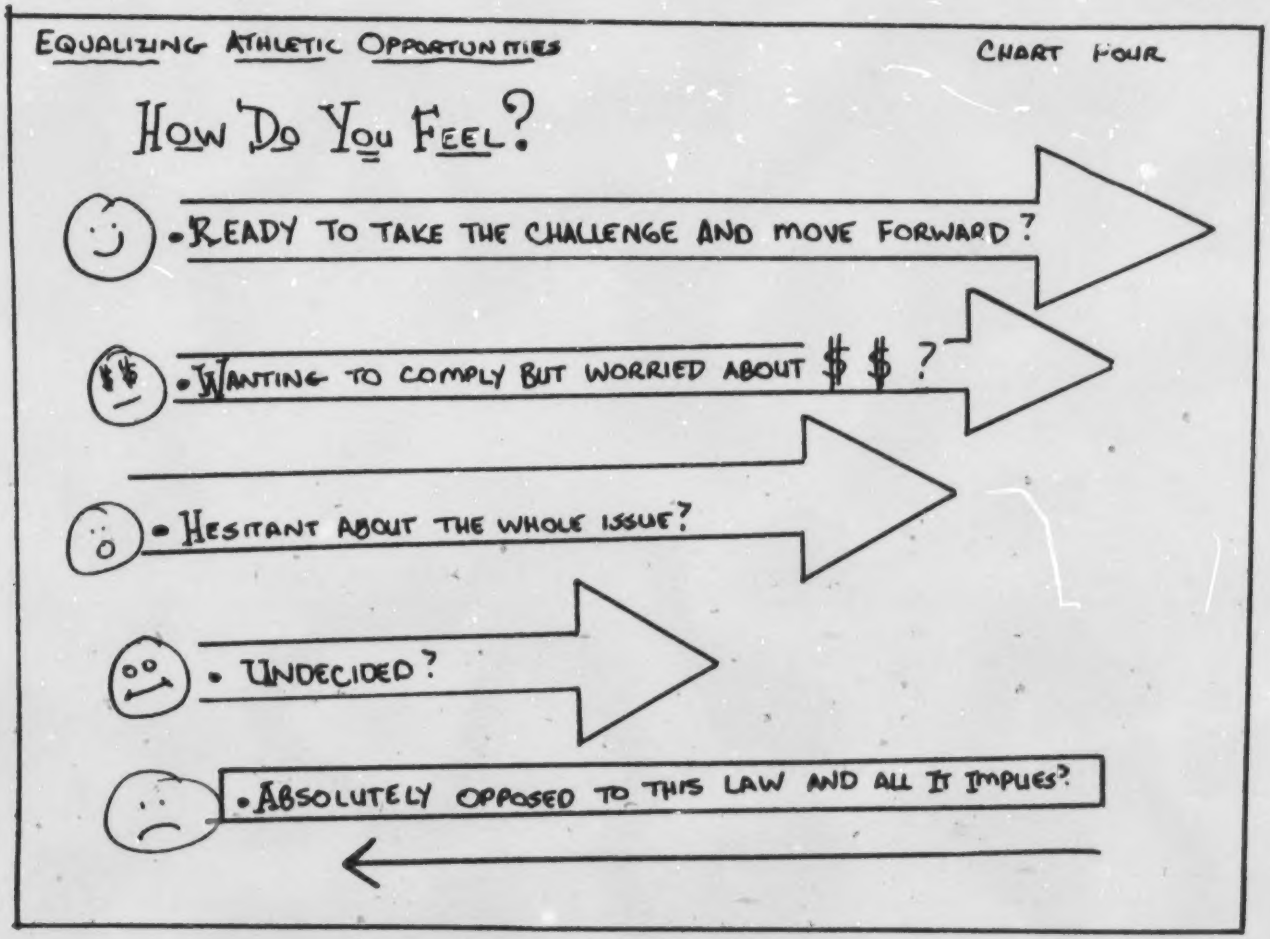
1. MAINTAIN EXISTING PROGRAMS BECAUSE THEY'RE "ON THE BEAM"

2. MAINTAIN ALL EXISTING PROGRAMS AND ADD OTHERS IN ORDER TO EQUALIZE OPPORTUNITIES FOR ALL STUDENTS.

3. RECOGNIZE THAT DISCRIMINATIONS EXIST AND CONSIDER ALL SPORTS ANEW. DEVELOP A SELF-RENEWING POLICY BASED ON STUDENT NEEDS, INTERESTS AND ABILITIES...

4. DUMP IT ALL ... ADMIT IT'S TOO HARD TO MAKE ATHLETIC PROGRAMS EQUITABLE ..

PHYSICAL ACTIVITY FACILITATOR CHART
ATHLETICS SUB-GROUP [4]

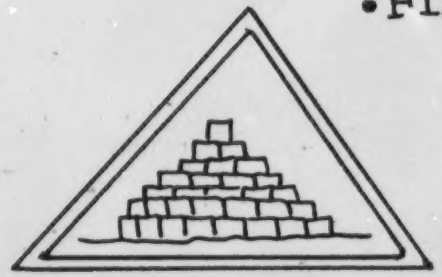

EQUALIZING ATHLETIC OPPORTUNITIES
CHART FOUR
HOW DO YOU FEEL?
• READY TO TAKE THE CHALLENGE AND MOVE FORWARD?
• WANTING TO COMPLY BUT WORRIED ABOUT $ $?
• HESITANT ABOUT THE WHOLE ISSUE?
• UNDECIDED?
• ABSOLUTELY OPPOSED TO THIS LAW AND ALL IT IMPLIES?

EQUALIZING ATHLETIC OPPORTUNITIES

CHART FIVE

OTHER AREAS OF CONCERN ... "WHAT COULD BE"

- AFFIRMATIVE ACTION
- GOVERNANCE
- FISCAL CONSIDERATIONS
- STUDENT TREATMENT
- EMPLOYMENT PRACTICES



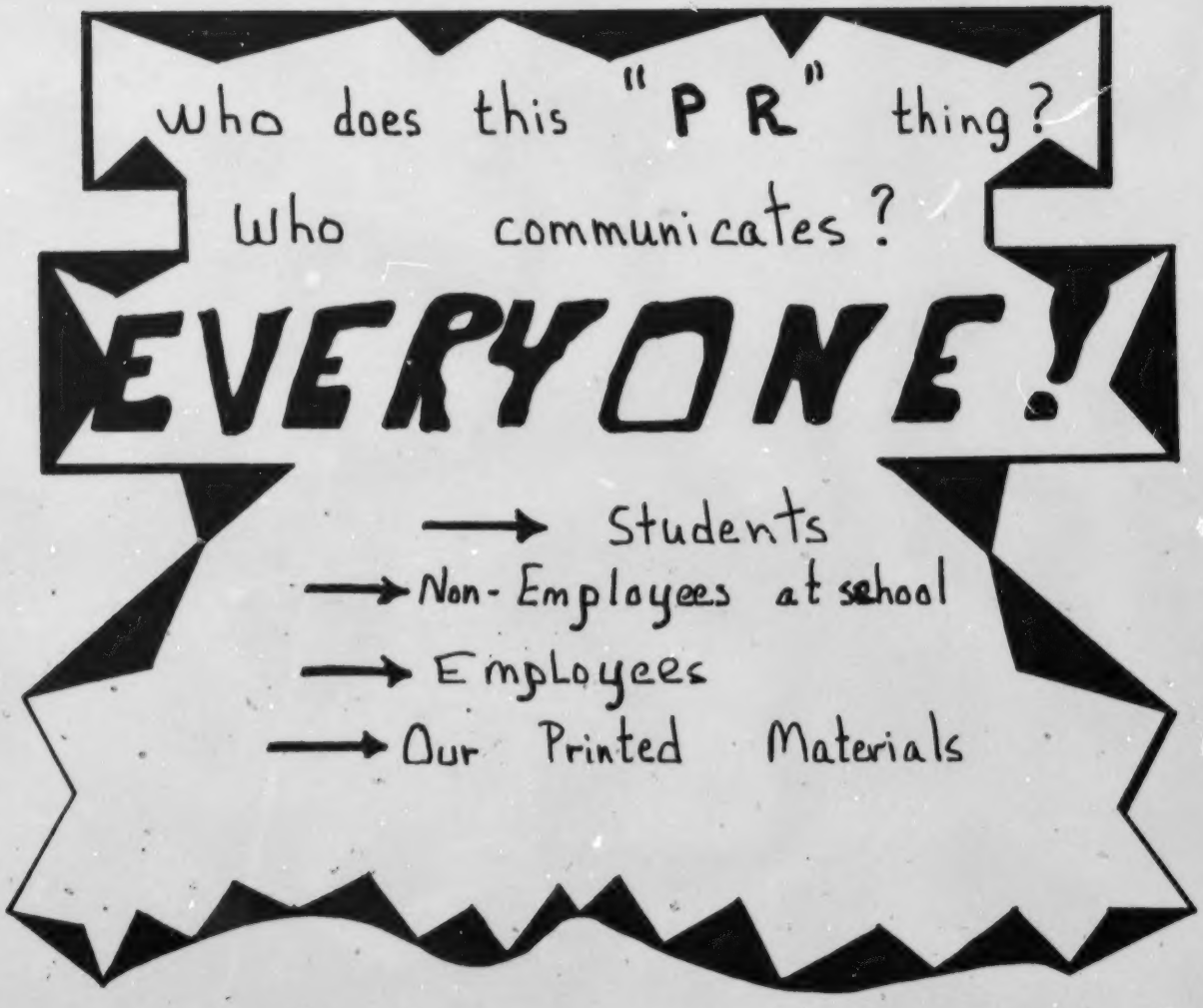
BUILD A CONTINUUM OF POSSIBLE ACTION ALTERNATIVES FOR EACH AREA ...

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR CHANGE

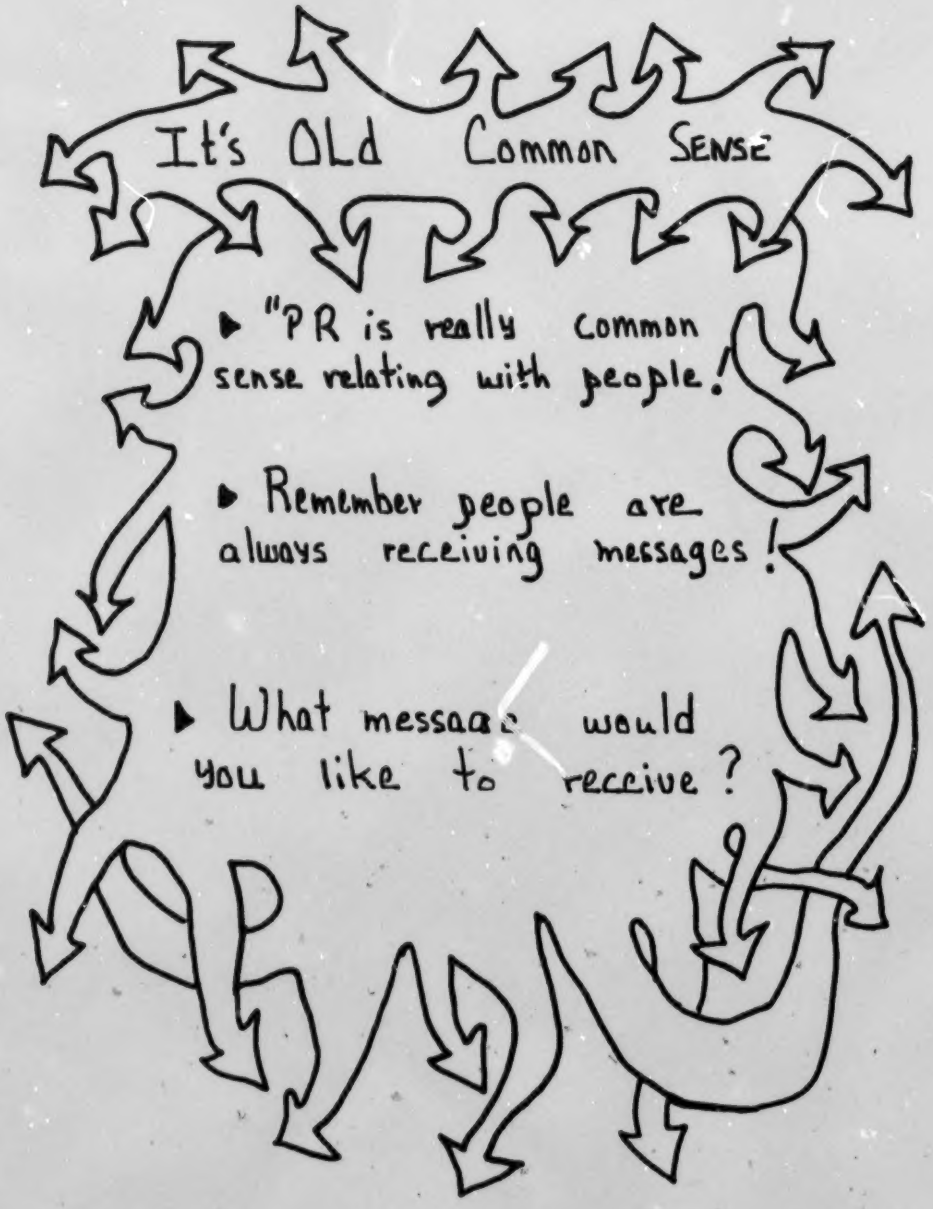
Charts for Action Planning for Sex Equity (all participants)

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

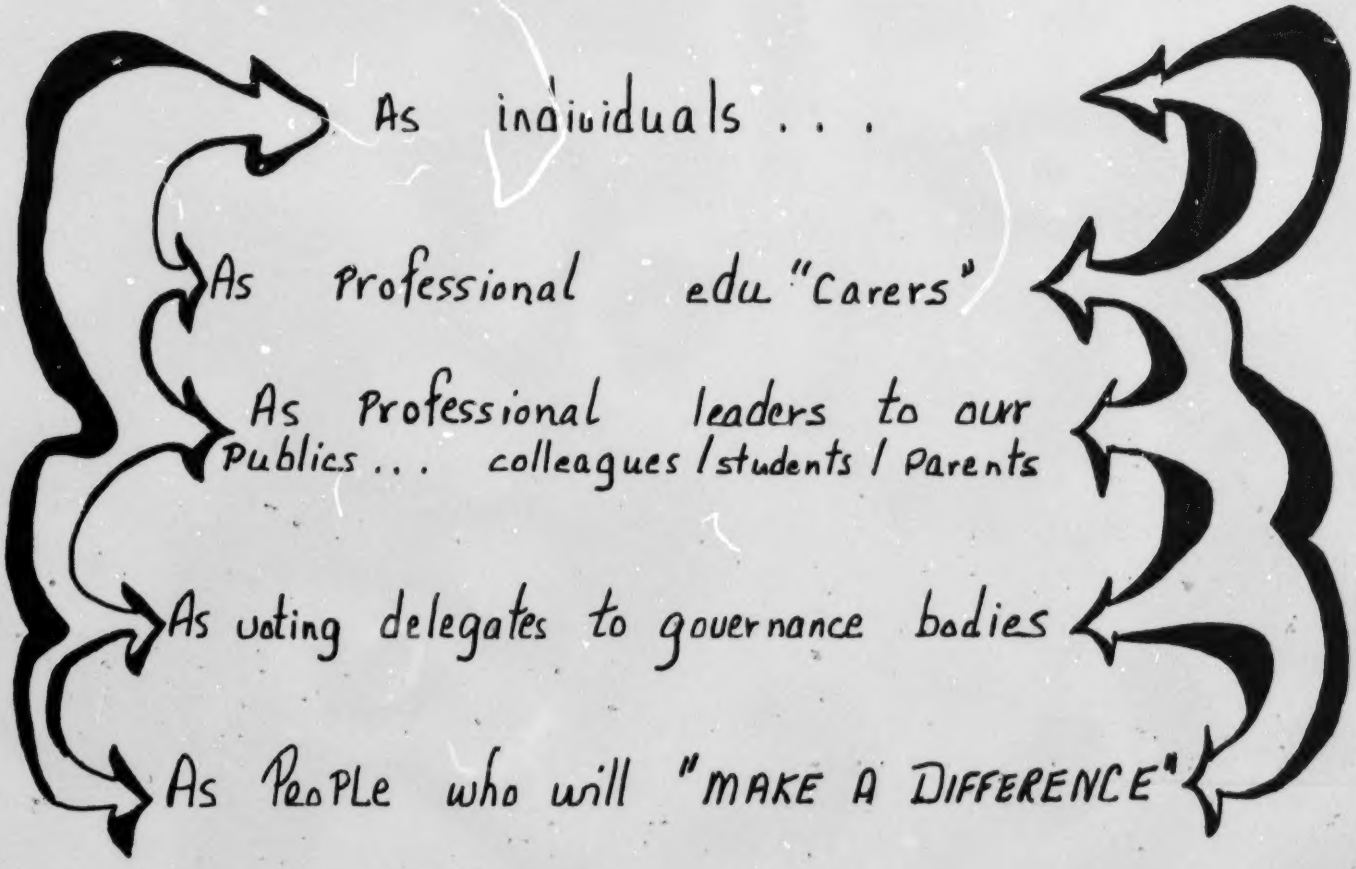


"Effective PR" ① Chart developed by: LEW ARMISTEAD: Association of California School Administrators.


It's OLd Common SENSE
▸ "PR is really common sense relating with people!
▸ Remember people are always receiving messages!
▸ What messaaa would you like to receive?

"Effective PR" (2) chart developed by: LEW ARMISTEAD: Association of California Administrators.

What messages DO WE SEND?

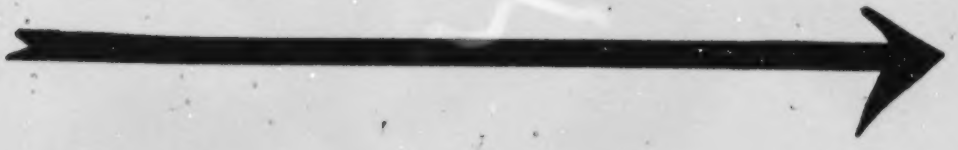

As individuals . . .
As Professional edu "Carers"
As Professional leaders to our Publics . . . colleagues / students / Parents
As voting delegates to governance bodies
As People who will "MAKE A DIFFERENCE"

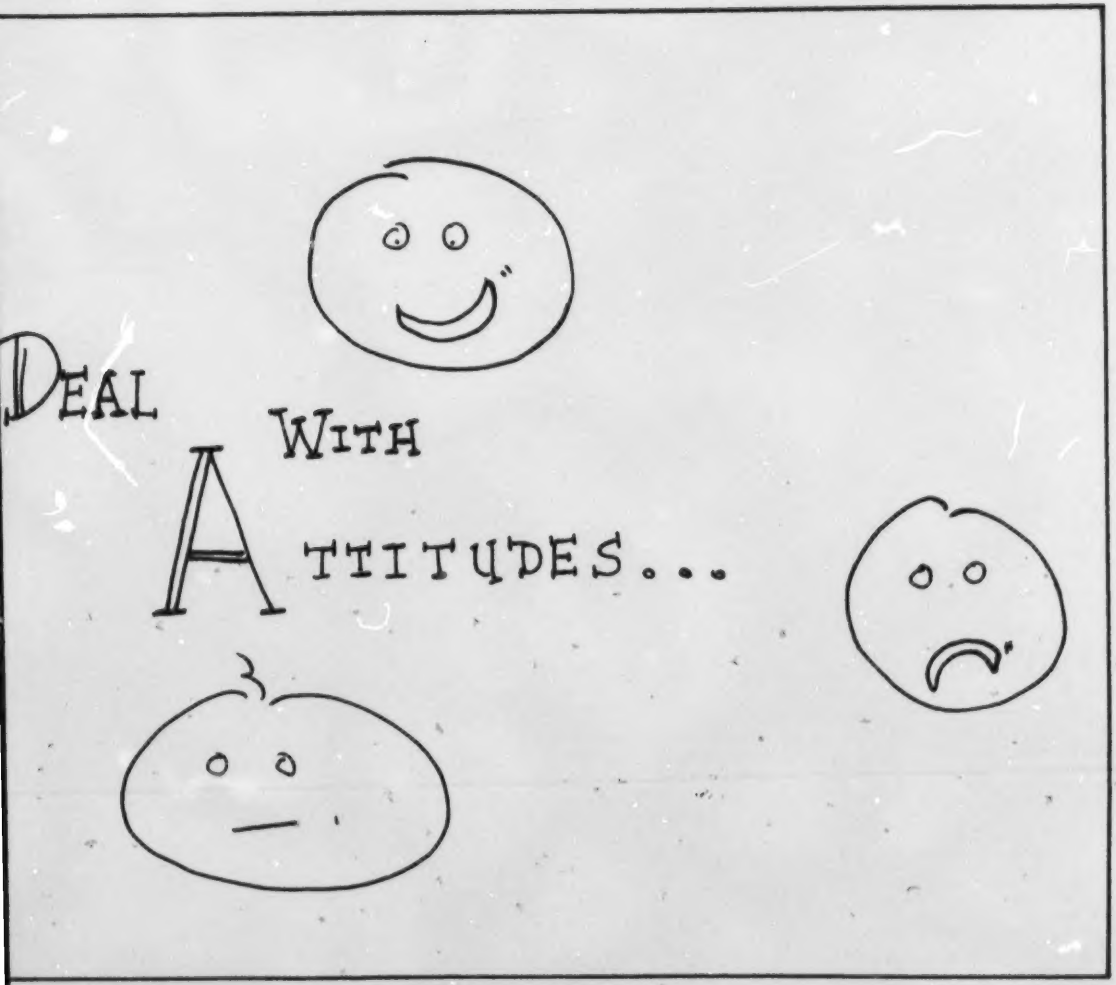
"Effective PR" (3) chart developed by:
LEW ARMISTEAD: Association of California Administrators

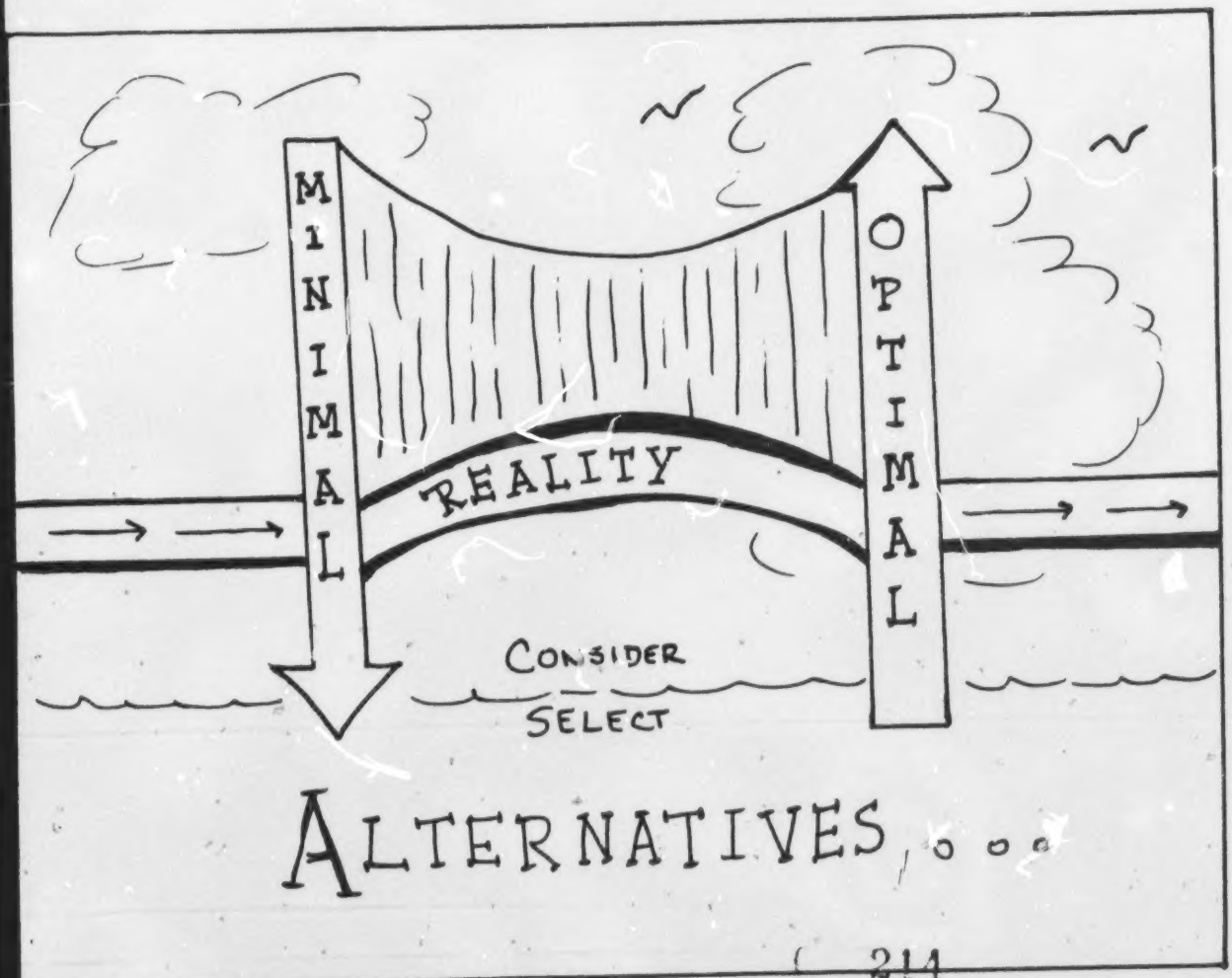
"Effective PR" ④ chart developed by:
LEW ARMISTEAD: Association of California Administrators

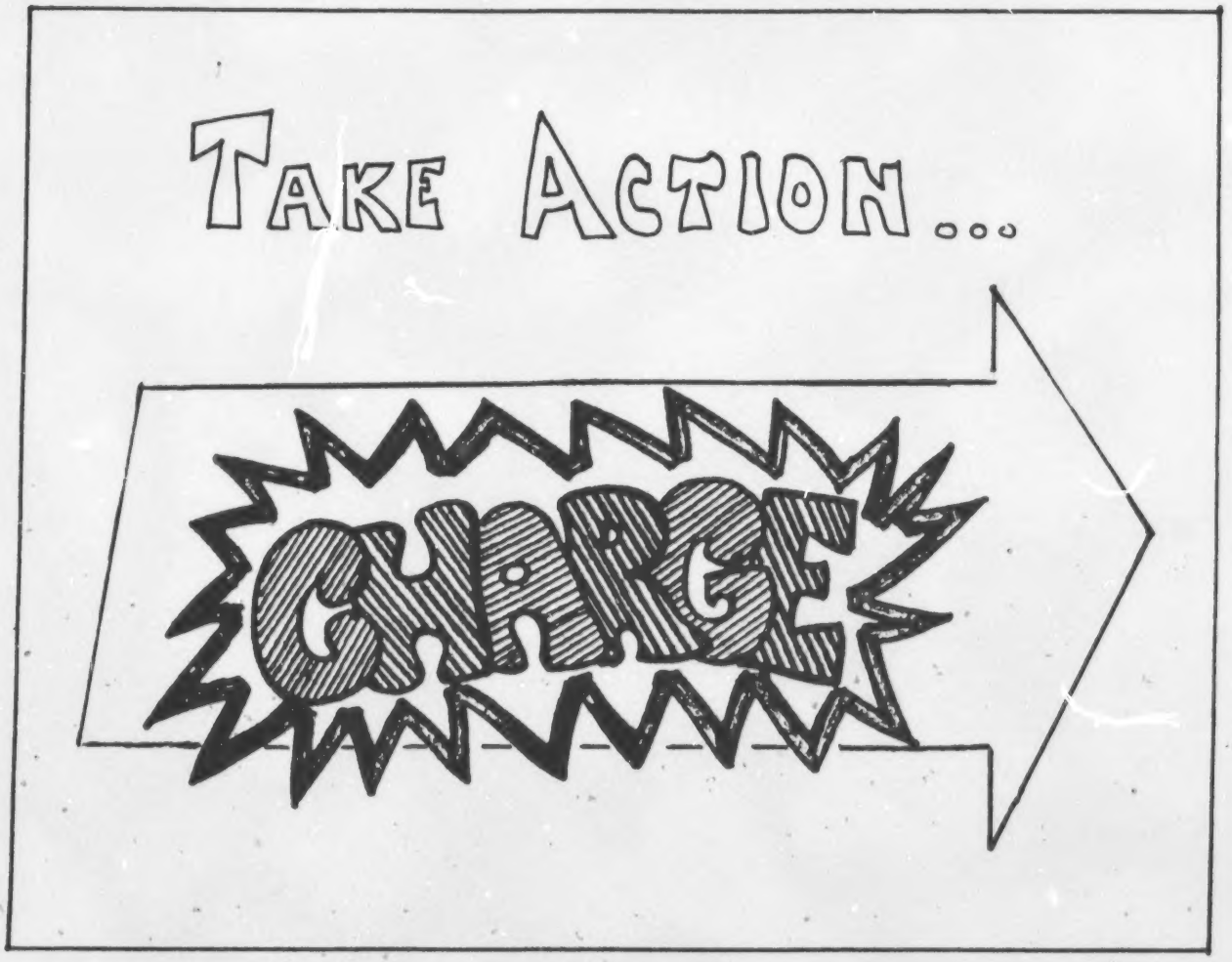
... REGARDING ...

- THE LAW
  - SEX DISCRIMINATIONS
    - CHANGE
      - CHANGE PROCESSES




DEAL
WITH
ATTITUDES...


MINIMAL
REALITY
OPTIMAL
CONSIDER
SELECT
ALTERNATIVES, ...


TAKE ACTION...
CHARGE

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: LEGAL REQUIREMENTS AND THE NEED FOR CHANGE

Participants' Materials for Application Session A
for Physical Activity Specialists

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

ASSESSING TITLE IX IMPLEMENTATION
A PHYSICAL ACTIVITY PROGRAM PERSPECTIVE

Physical Activity Worksheet 1

1. What positive experiences have you had in attempting to comply with the provisions of the Title IX regulation?

2. What are the greatest barriers to the attainment of Title IX compliance and sex equity in physical activity programming in your district?

3. What one issue concerning sex equity in physical activity programming would you like dealth with in these two application sessions?

BASIC GUIDELINES FOR PHYSICAL EDUCATION TITLE IX COMPLIANCE

Physical Activity Information Sheet 2

In order to apply the necessarily abstract and technical language of the Federal regulation to the physical education programs of education agencies and institutions, it may be useful to review a number of basic guidelines or principles derived from the Regulation. The principles regarding compliance in this area are scattered throughout the Regulation and the following guidelines pull together the essence of physical education compliance.

1. Physical education programs, courses, classes, or activities may not differentiate between students on the basis of sex.

   - Any requirements for participation in physical education must be the same for females and males. Male and female students may not be required, on the basis of their sex, to complete different numbers of hours, days, or semesters of physical education. Males and females may not be required to participate in different physical education programs, classes, courses, activities.

   - Participation in physical education programs, courses, classes, or activities may not be refused to students on the basis of their sex.

   - Physical education courses and classes may not be conducted separately for male and female students (except on those occasions when they deal exclusively with human sexuality). The same is true for most physical education activities.

   - Physical education courses may not be sex-designated.

2. Title Ix Does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.

3. Title IX does not specify any particular process for the assignment of selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.

4. Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.

5. Students may be separated by sex within physical education classes for participation in wrestling, boxing rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

6. Evaluation of student's skills or progress in physical education must be based on standard which do not have an adverse impact on students of one sex.

If the use of a single standard or set of standards for the evaluation of both female and male students has an adverse effect upon students of one sex:

- two separate standards or sets of standards, one for males and one for females, should be developed for evaluation of skills or performance; or
- a single standard or set of standards which measure individual student improvement should be adopted.

7. Physical education facilities and equipment must be allocated without regard to the sex of students or instructors.

8. Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominant sex of the students in a particular course, class, or activity.

9. Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.

10. The Title IX regulation makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education classes by sex, these changes may not have an adverse effect on the employment of one sex.

11. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1976. Secondary and postsecondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.

12. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

- modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and
- remedial steps must be taken to alleviate the effects of any discrimination identified.

Secondary and postsecondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during this time interval. Such steps might include: program planning, staff training, facilities or construction of additional facilities, etc.

Prepared by Martha Matthews as included in Title IX and Physical Education: A Compliance Overview. Washington: Resource Center on Sex Roles in Education, 1976.

BASIC GUIDELINES FOR COMPETITIVE ATHLETICS TITLE IX COMPLIANCE

Physical Activity Information Sheet 3

1. Athletic programs may not be conducted separate on the basis of sex unless:

   - The teams are involved in contact sports such as football, basketball, wrestling, boxing, ice hockey, or rugby. (NOTE: Other sports, whose purpose of major activity involves bodily contact, may be deemed contact sports but districts must apply to the Office of Civil Rights for permission to treat sports other than those listed as contact sports.)

   - Selection for participation on the team is based on competitive skill.

2. Title IX permits but does not require schools to field separate teams for the exemptions listed in number 1 unless the operation of separate teams is necessary to satisfy the interest and abilities of both sexes.

3. If a school fields a team in a non-contact sport for one sex but not the other then members of the excluded sex must be allowed to try-out for the team unless the overall athletic opportunities for the excluded sex have been greater than those opportunities for the sex which the team proposes to serve.

4. Title IX makes the following provisions for INTRAMURAL or CLUB activities:

   - No student may be denied participation in contact or non-contact sports for which there is or is not a selection criteria based on skill if sufficient interest exists among members of the sex that would otherwise be excluded and if there are fewer opportunities for members of that sex to participate in sports at the level of competition in question.

   - Teams in non-contact sports for which the criteria for participation is interest other than competitive skill may not be limited to members of one sex.

5. The Title IX regulation allows schools to conduct student teams (comprised of members of both sexes) only if competitive skill is a selection criteria and if the needs, interests and abilities of both sexes are effectively accommodated by having only one team. Should the overall effect of offering only one team mean that many interested members of one sex are excluded due to lack of sufficient skill, then the offering of one team would not be meeting the needs and abilities of both sexes.

6. Equal opportunity to participate in athletics must be provided to members of both sexes. While this does not require parity in fiscal support, there must be evidence that equitable services are provided in these and other areas:

   - Effective accomodation of the interests and abilities of members of both sexes in sports and levels of competition offered (best validated through use of student, parent and faculty survey data compilation and interpretation);

- Equipment and supplies provided;
- Travel and per diem allowance provisions;
- Opportunities to receive coaching and academic tutoring;
- Access to locker rooms, practice and competitive facilities;
- Access to medical and training facilities and services;
- Access to housing and dining facilities and services; and
- Efforts to provide publicity

7. Eligibility standards, medical examination requirements, and other criteria for requisite skill (grade average, etc.) must be the same for members of both sexes.

8. Schedules (length and duration, not necessarily season) and supervision must be the same for teams of one sex if there is a like team of the other sex.

9. Opportunities to play before an audience must be comparable.

10. Teams may be coached by members of the opposite sex and districts must seek out the best qualified candidate to coach the team in question.

11. Athletic coaches must be assigned coaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominate sex of the students to be coached.

12. Athletic staff members may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.

13. Title IX regulations may not be superseded by adherence to other sports governance bodies (high school federations, leagues, recreation departments, local policy, etc.). Either the policies and practices which conflict must be changed or schools must withdraw from membership from the conflicting governance body.

14. Title IX makes no requirements regarding the administrative structure of the athletic department(s) and staff. If, however, any changes are made to accompany compliance with the Title IX regulation in the area of after school sports, these changes may not have an adverse effect on the employment or the job-grading of members of one sex.

15. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in intramurals, club sports and interscholastics by July 21, 1976. Secondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.

16. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

- Modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and

- Remedial steps must be taken to alleviate the effects of any discrimination identified.

Secondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during the adjustment period of 1975-78. Such action steps should be clearly outlined and on file with the district Title IX compliance plan.

Prepared by Kent Boesdorfer and Shirley McCune as included in Title IX Compliance in Physical Education and Athletics: A Workshop in Awareness and Diagnosis, Working Paper for a Training Information Workshop, Denver, Colorado, 1977.

PHYSICAL EDUCATION CASE EXAMPLES

Physical Activity Worksheet 4

Listed below you will find a number of case examples of situations which may occur in the day-to-day operation of physical activity programs. Please read each one and answer the following questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex discrimination or sex bias), what are some of the appropriate corrective and remedial steps which may be taken?

Physical Education--Elementary Case Examples

1. For several years two faculty members have been trying to introduce "Movement Education" into their physical education classes for the fourth grade. Two other fourth grade teachers have continued to follow a sports orientation for their curricular efforts. Now, parents are complaining that it's not fair for some students to get one thing and others to get another. As the fourth grade chair, what would you do?

2. While driving past an elementary playground you notice that all of the boys are playing a rousing game of dodge ball while the girls are swinging on the swings or sitting under the trees. Your companion comments, "I guess dodge ball is too rough for the girls."

3. Several parents have learned about Title IX and are appalled that the school is still conducting separate physical education programs for all of the students grades K-6. They demand to know when their daughters will get an "even break." As chair of the Title IX faculty committee you explain that this is a very unpopular law and physiologically students are not equal so coeducational physical education is out of the question. What might happen?

4. The physical activity class is completed. The teacher tells the girls to put on their shoes and return to class while the boys put away all of the mats.

5. During fourth grade physical education, the boys play soccer while the girls take dance.

6. Mary is an outstanding athlete. Every day she is allowed to play with the boys during physical education while her female classmates engage in other activities.

Physical Education--Secondary Case Examples

1. In order to qualify for advanced track and field classes, students are required to run a mile in less than six minutes. The result is that 22 boys are admitted to the class, and no girls qualify.

2. In order to provide the best instruction possible, the staff at Kennedy High School decides to team teach all contact sports classes so one man and one woman are assigned to each section.

3. The boys in a physical conditioning class are complaining because they must do a full pull-up to pass the arm strength test, while the girls only have to do the bent arm hang for 10 seconds.

4. All classes of basketball made up predominately of girls are scheduled into the small gym while all classes predominately composed of boys are using the big, official gymnasium.

5. Xavier High School has initiated coeducational physical education for all of its 10-12th grade students. The freshmen, however, are still in sex segregated classes so that they can be classified and "properly" oriented to what lies ahead. During this freshman year all boys must take weight training and wrestling while all of the girls must take posture analysis and modern dance. During the spring quarter they are exposed to coeducational activities on an elective basis.

6. In order to overcome past discrimination, the merged physical education department announces a new course in girls' weight training so they can "catch up with the boys."

7. An irate parent is complaining about the injury his son received in a soccer class. It seems a 180 pound girl crashed into Jim, his 105 pound son, in a beginners' class.

8. A girl returning from terminating a pregnancy is required to make up all physical education sessions missed while a boy in the same class is allowed to re-enter after recovering from a broken leg with no make up work required.

9. A female physical education teacher resigns. The principal fills the position with a male who can help coach the football team. This makes the male/female ratio in physical education 6 to 3 in favor of the men.

10. The counselors decide that they will "unofficially" designate boys with an "x" and girls with a "y" on physical education class rosters so they can avoid overloading the locker rooms at any given class period.

Prepared by Barbara Landers, State of California, Department of Education, 1977.

ATHLETICS CASE EXAMPLES

Physical Activity Worksheet 5

Listed below you will find a number of case examples of situations which may occur in the day-to-day operation of physical activity programs. Please read each one and answer the following questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex discrimination or sex bias), what are some of the appropriate corrective and remedial steps which may be taken?

Athletics--Elementary School Case Examples

1. The Washington Carver Elementary School is going to have a field day. Events are planned for all boys and girls. Boys will do the 100-yard dash, the 440 run, the 880 relay and the tug 'o war. The girls will do a 50-yard dash, a 440 relay, an oral message relay, and a three legged race.

2. While coming in from the playground, you notice Mark, the captain of the losing team gently crying. A colleague you are with tells him to "stop crying and act like a man."

3. Cheerleader tryouts for the Pop Warner football league are being held on your school grounds and sponsored by two of your teachers. After many days of spirited workouts the squads selected are posted on the bulletin board. You, as the principal, notice that no boys or members of any of the minority races have made any of the squads even though many tried out and many male minority students are members of the football teams. What would you do?

4. The little league for boys baseball wants to use the school fields for practice and play. What should the principal do?

5. The YMCA wants to run a boys' soccer league on the school fields on Saturdays. What is the principal's decision?

6. Sally wins the 50-yard dash by outrunning all of her classmates. The teacher comments, "Why, you're just another Roger Bannister!"

Athletics--Secondary Case Examples

1. Thirty-two girls want to come out for the varsity football team. The coach tells them that he's sorry but they cannot.

2. The high school fields one golf team and effectively announces that it is open to all students. Twenty boys and sixteen girls try out. Eight boys make the team. No girls are selected.

3. Volleyball is one of the major sports for girls at Tulare High School. This fall six boys approached the coach and indicated that since they were better players than any of the girls on the existing team they should be the school's team. The coach, Mr. Bing, thanked them but related that the girls would continue to represent the school since boys currently had fourteen teams on which to compete in eight sports and the girls had only seven teams in five sports.

4. The sum of $10,000 a year is allocated to Kennedy High School for Athletics from the school board each year. The girls' athletic director is demanding that $5,000 be allocated to each of the athletic staffs--male and female.

5. League regulations allow the boys' varsity basketball team to play a total of 28 games per season (including holiday/invitational tournaments), while girls may play only 18. Championship playoffs are planned for the boys' team but not the girls.

6. In an effort to expand the girls' athletic programs, the principal announces to all of the women physical educators that they must each coach a girl's team during the next term or be relieved of their teaching contract.

7. The student body president, in a budget hearing regarding the disbursement of student body funds, announces that when and if girls sports can draw a crowd, the student body will consider giving them funds as they are currently awarded the boys athletic teams.

8. The school paper has six reporters on its sports staff--five boys and one girl. The coverage of school sports reflects 80% for boys' teams and 20% for girls even though there are four boy's teams and four girl's teams currently in season.

9. Today the athletics staffs will vote on the male athlete of the year and female athlete of the year.

10. Sally is an outstanding diver. She wants to compete with the boys' swimming team because there is no girls' swimming team. Even though she is the best diver in school, she is denied the right to compete on the boys' teams. Her parents want to know what they can do.

Prepared by Barbara Landers, State of California, Department of Education, 1977.

PHYSICAL ACTIVITY OBJECTIVES FOR FEMALE AND MALE STUDENTS

Physical Activity Worksheet 6

Exercise A.

Directions: Listed below are eight possible objectives for physical education and eight different objectives for athletic programs. Rank each column from 1 to 8 with #1 being the most important. List other possible objectives on the following page but do not include them in your ranking exercise.

Physical Education OBJECTIVES-- For students to develop:	Ranking For P.E.	Ranking For Athletics	Athletics Program OBJECTIVES-- For students to provide:
A. A positive sense of competition			A. Entertainment
B. Gracefulness and effective body management			B. Opportunities for the gifted
C. A high level of skill in many sports			C. Training for sports scholarship candidates
D. A sense of cooperation and responsibility			D. Sports services for the largest number of students possible
E. Social skills and recreational opportunities			E. A laboratory for positive character development
F. Optimal physical fitness levels of performance			F. Competitive experiences in a wide variety of sports
G. Varsity athletics calibre skills			G. Championship experiences in a limited number of sports
H. Positive values related to physical education concerns			H. An extension of the physical education instructional program

OTHERS: (Do Not Rank)

_____

_____

_____

OTHERS: (Do Not Rank)

_____

_____

_____

Directions For Scoring: Select a partner of the opposite sex and total the numbers given as a ranking for each of the objectives. Does this total, when taken in its numerical order (from least high to highest), change the ranked position of your objectives? Where do the most changes occur--physical education or athletics? To what do you attribute the existing discrepancies?

Exercise B.

Work with a partner of the opposite sex, list the three top objectives one should have for "Student Physical Education."

1. _____
2. _____
3. _____

Work with a partner of the opposite sex, list the three top objectives one should have for "Student Athletics."

1. _____
2. _____
3. _____

Exercise C.

Discuss with the group what must happen to reconcile the differences.

APPENDICES

SUGGESTED ANSWERS TO PHYSICAL EDUCATION CASE EXAMPLES

Physical Activity Worksheet 4A

The following answers are provided for use with case examples included in Application Session A for Physical Activity Personnel. These answers respond to these questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Physical Education--Elementary Case Examples

Case 1. This situation is not in violation of the Title IX regulation, unless the physical education classes are being conducted on a sex-segregated basis. The existence of two different methods of instruction does not constitute non-compliance, but may clearly indicate a bias that could impact negatively on one sex or the other.

A suggested corrective action would be the development of a consistent philosophy and physical education program for fourth grade students. All students deserve similar instruction or individualized instruction which can meet the needs of each child.

Case 2. The remark that "dodge ball is too rough for girls" would indicate the presence of sex-bias, but it is unlikely that a Title IX violation has occurred, unless equipment has been assigned on the basis of gender. While this situation would probably be prohibited by the Title IX regulation, if the activities were part of the instructional program, the free play or recreational nature of recess would not prohibit sex-segregated activities.

Possible corrective steps would include having the staff ensure that sex-segregated play groupings were by choice and not by the exclusion of the other sex. In addition, staff should make positive effects to counsel all students as to the availability of all activities and encourage play on the basis of individual interests. As students become more comfortable with mixed sex groupings, it would be anticipated that such scenes would become less prevalent.

Case 3. This is an example of the school's sex-biased attitudes which result in a violation of the Title IX regulation. The provision of sex-segregated physical education is based on outdated stereotypic information that is contrary to fact.

The corrective action called for is the immediate integration of physical education classes at the K-6 grade levels. If this conversion is resisted by the schools, an internal grievance or complaint may be an appropriate method of urging the schools to comply with the Title IX regulation or a complaint may be filed with the Office of Civil Rights, Department of Health, Education, and Welfare.

Case 4. This assignment of activity on the basis of sex would be a violation of the Title IX regulation. All students should be given the same opportunities to perform tasks. Grouping by sex for work details or going to and from lunch or the playground should be avoided.

Corrective steps might include development of policy guidelines, inservice training for staff, and individual consultation with instructional staff.

Case 5. This assignment of activity on the basis of sex is a violation of the Title IX regulation. Classes in physical education must be conducted on a coeducational basis. Although soccer may be identified as a contact sport, students could be separated by sex for actual participation in the game or contact drills. Skills sessions not involving contact should be conducted on a coeducational basis.

Corrective steps would be the development of policy guidelines, distribution of such guidelines to staff, and inservice training for staff. Other corrective steps would include developing a physical education program which would provide movement activities and field sports for all students.

Case 6. The segregation of male and female students during physical education classes would be a violation of Title IX. Although the needs and abilities of one outstanding female student have been recognized and accommodated, other students are being discriminated against by such behavior. Title IX does not dictate curriculum, but does encourage programs that best serve the needs, interests, and abilities of all students.

This situation should be corrected by providing coeducational physical education immediately.

Physical Education--Secondary Case Examples

Case 1. Grouping by ability is permissible under the Title IX regulation. Ability groups should be determined by objective, activity-related criteria. However, if there are sufficient numbers of students (females and/or males) that cannot meet the criteria for inclusion in the class, but have interest, an option should be provided for them.

Case 2. This is not only permitted by the Title IX regulation, but it is also highly desirable, especially during the adjustment period from 1975 to July 1978. Caution should be taken, however, that this team-teaching approach does not result in the boys being instructed by the male instructor and vice versa for the girls.

Case 3. If it has been found that identical evaluation standards for females and males in this area results in all/most of the females getting lower grades, then the differential standards are appropriate and permitted under Title IX regulation. It may be more desirable to allow any student who cannot execute a pull-up to do the alternative bent arm hang.

Case 4. This scheduling option would be a violation of the Title IX regulation. The situation reflects the age-old stereotype which believes that all boys are more robust than all girls and must, therefore, have more space.

Corrective steps would call for cooperative use of both gyms with alternate scheduling of facilities for female and male classes.

Case 5. The Title IX regulation allows until July 21, 1978 for the phasing in of coeducational physical education at the secondary level. There is, however, a certain sex role bias shown in the selection of the required activities for the freshmen students.

Corrective steps would call for developing a greater variety of activities for males and females and conducting some activities on a coeducational basis.

Case 6. This sex-segregated course would be in violation of the Title IX regulation. Courses cannot be designated on the basis of sex. A more appropriate option might be to offer a novice weight training course and make it open to boys and girls. If an all-female class were to result from an open elective process, there would be no violation of the Title IX regulation.

Case 7. This may or may not be a case of negligence, but it does not appear to be a violation of the Title IX regulation. The class is being conducted on a coed basis and grouped by ability. It would be the teacher's individual responsibility to ensure that the activities in which the students engage are suitable for their skills.

Case 8. Requiring a female student returning from termination of a pregnancy to make up work and not requiring a male student who has been ill to make up work would be a violation of the Title IX regulation. Corrective actions would require equal treatment of students who have been absent for any medical disability.

Case 9. This may or may not be a Title IX violation. If the employment procedure was carried out in a nondiscriminatory fashion, no Title IX violation occurred. If, however, only male applicants were encouraged to apply or only male candidates who could coach football were considered, a violation of Title IX did occur.

The ultimate consideration is that of outcome. Did the selection of a male physical education teacher, who can assist with football coaching responsibilities, diminish services for females or substantially change the assignments of female teachers? If the effect of the action was to change services for females, it would be a violation of the regulation.

Case 10. The practice of unofficially designating boys with an "x" and girls with a "y" as a means of providing for more equal distribution of females and males in classes would not be a violation of the Title IX regulation as long as program offerings were not discriminatory.

SUGGESTED ANSWERS TO ATHLETICS CASE EXAMPLES

Physical Activity Worksheet 5A

The following answers are provided for use with case examples included in Application Session A for Physical Activity Personnel. These answers respond to these questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Athletics--Elementary School Case Examples

Case 1. This event is not only a violation of the Title IX regulation (in designating sex segregated events in non-contact activities without specific skill criteria), but the different events clearly indicate sex-role stereotyping of appropriate events for girls and boys. If, in order to best serve the needs, interests and abilities of the students, it is necessary to group, objective standards (e.g., age, grade level, weight should be used, not gender-based standards. All events should be the same and not designated as "boys" or "girls" activities.

Case 2. The Title IX regulation does not explicitly cover the interaction of teachers and students although differential treatment of students is prohibited. On the basis of the information provided, it is unlikely that there is a Title IX violation.

Sex bias is clearly evident in the comment of the colleague. It is not necessarily "manly" not to cry if the situation merits. It may be desirable to discourage the behavior, but it should not be done with gender related comments. The colleague should be made aware of the stereotyped nature of her/his comment and its potential effect on students.

Case 3. The Pop Warner football league's activities would be covered as a consequence of the district's provision of a site, faculty advisor, and general support for the program. While it is clear that minority group members and males were allowed to try out for cheerleader, the criteria for selection are unknown.

It would be the responsibility of the principal to:

- determine that nondiscriminatory criteria were used in the tryout process
- advise faculty sponsors as to the requirements for nondiscrimination and the representation of all races and both sexes
- monitor the tryouts to confirm that they are being implemented in a nondiscriminatory manner, and
- if the process was discriminatory, re-open the process after providing relevant information to faculty sponsors, league officials, and parents

Case 4. On the basis of the information given, a violation of the Title IX regulation cannot be shown. The mere usage or rental of school facilities by an outside organization has not been found to be "significant assistance." However, as a general rule facilities should be available equally to males and females and teams of a voluntary nature should be open to participation by members of both sexes.

Case 5. National youth service groups such as the YMCA, YWCA, Boy Scouts, and Girl Scounts have been exempted from coverage by the Title IX regulation. If this is the only school involvement in the activity, allowing the YMCA to use the fields is not considered significant assistance to an organization. The school should, however, provide an equal access policy to facilities so as not to discriminate on the basis of sex.

Case 6. The race is not a violation of the Title IX regulation because it was not a sex-segregated event. The teacher's comment reflectes either sex stereotyping or lack of knowledge regarding outstanding women track performers such as Wilma Rudolph.

Athletics--Secondary School Case Examples

Case 1. Football is a contact sport and sex-segregated teams are permitted under the Title IX regulation. Some effort, however, must be made to accommodate the interests and abilities of the female students. Possible alternative actions would be to establish female football or touch football teams in an intramural or interscholastic activity (if there were similar teams against whom they could compete); or the females could be encouraged to participate in other team sports such as field hockey, speedball, soccer, etc.

Case 2. While the processes followed for the selection of the golf team would appear to be nondiscriminatory, the results would indicate a violation of the Title IX regulation if no efforts were made to provide for the interests of females. Since there is significant interest on the part of females, the district should consider establishing a separate team for females.

Case 3. There is no violation of the Title IX regulation. Allowing boys on the team when the opportunities for females have been limited in the past would be a violation of the Title IX regulation. Since the boys are interested in volleyball, the school should consider the possibility of substituting volleyball for one of the competitive sports now offered for boys or be added as a mixed-sex offering in the intramural program.

Case 4. The equal division of available funds is not required by Title IX. If services provided are adequate and equitable, there need not be a dollar for dollar parity. Expenditures must be adequate to ensure comparable opportunities and to provide female and male athletes comparable equipment, facilities, and services.

Case 5. The adherence to this league regulation by the district would be a violation of the Title IX regulation. Teams in like sports must have like lengths of seasons, opportunities to play before an audience and the same honors and awards.

Case 6. This would not be a Title IX violation unless the same condition did not apply to all male physical education teachers as well.

Case 7. The action implied by the student body president would be a violation of the Title IX regulation. He is implying that girls, who constitute a large portion of his student body, can support the boys' teams but that the student body, in turn, will not sponsor adequately the events planned for girls. While dollar-for-dollar parity is not required by law, the student body will have to rethink its financing policy and distribute their dollars in proportion to the interests of the students.

Case 8. The composition of the sports staff is not a violation of Title IX unless some policy or practice is operating to bar women from that position. The sports coverage, on the other hand, is a violation of the Title IX regulation. Efforts should be made to recognize and publicize the entire sports program. This may require positive counseling in order to attract women to the sports reporting assignments, in-service training for involved staff (e.g., newspaper advisors), and in-service training for the coaches of girls' teams so they will encourage coverage and provide the necessary facts to make the articles newsworthy.

Case 9. These awards would be a violation of the Title IX regulation. Awards for athletics made to students should be free from sex designation unless they reflect comparable awards for sex segregated teams involved in the same sport. Thus, "male athlete" and "female athlete" of the year would be unacceptable, but outstanding rebounder for boys' basketball and a similar award for girls would be acceptable.

Case 10. This is clearly a violation of Title IX. Sally should be permitted to join and complete with the boys' swimming team, since swimming is a non-contact sport and there is no team for girls.

ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS: ANALYZING AND PLANNING FOR ACTION

Participants' Materials for Application Session B
for Physical Activity Specialists

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

AN EQUAL CHANCE THROUGH TITLE IX: AN ANALYSIS SHEET

Physical Activity Worksheet 7

1. What assumptions seemed to be made about students in the film? (e.g. students naturally enjoy physical activity)

2. What assumptions seemed to be made about physical activity programs in the film? (e.g. physical education programs are very important to the development of self-image)

3. What assumptions did you see being made about similarities of male and female students in the film?

4. What assumptions did you see being made about differences between male and female students in the file?

5. How could the programs or the aspects of the programs depicted in this film be adapted and/or incorporated in your physical activity program?

6. What problems, if any, would you anticipate in implementing these programs?

ALTERNATIVES FOR CHANGE

WORKSHEETS FOR USE IN APPLICATION SESSION B FOR PHYSICAL ACTIVITY PERSONNEL

Subgroup 1 - Elementary Physical Education Group

PHYSICAL EDUCATION ASSESSMENT
"WHAT IS" "WHAT CAN BE"

Physical Activity Worksheet PE-1

Responses to the implementation of a sex equitable physical education program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in physical education. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be."

The instrument is divided into six categories:

- Title IX Procedural Requirements
- Goals and Objectives of Physical Education
- Curriculum
- Student Grouping
- Instructional Procedures and Techniques
- Student Evaluation

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is." The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

adapted from : Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreation, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

PHYSICAL EDUCATION INVENTORY
"What Is" "What Can Be"

Physical Activity Worksheet PE-1

TITLE IX PROCEDURAL REQUIREMENTS

1.	Make a statement of intent to comply without a formal self-evaluation	Perform a self-evaluation	Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming
2.	Determine compliance or non-compliance by executive action	Establish committee with responsibilities to determine compliance status but no power to affect changes, except to make recommendations	Establish committees which include students and have the power and responsibility for analysis and formation of long range plans for equity in programs and facilities
3.	Establish student interests by deciding what is best for them	Administer but ineffectively utilize student surveys	Administer and use student interest surveys to evaluate physical education experiences and to choose options for programming
4.	Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess physical education and recreation offerings to match student needs and interests

GOALS AND OBJECTIVES OF PHYSICAL EDUCATION

5.	Continue sex-segregated program	Assume that it is "business as usual" with only a change in clientele	Review and rethink the goals and purposes of physical education in your district in light of the mandate of sex equity

6.

Concentrate on the physical needs of students and let the psychological needs be taken care of elsewhere	Expect that psychological needs will be met from the nature of the program and your own warm personality	Pay special attention to psychological security of students participaing in a new kind of experience

CURRICULUM

7.

Provide sex-integrated programs based on the concepts traditionally provided in the "boys' curriculum"	Modify the curriculum, mixing the activities traditionally provided in the "boys'" curriculum and the "girls'" curriculum	Redesign the curriculum to ensure that all students are exposed to a variety of skills and the quality of the program is improved

8.

Consider physical education as "playtime" without need of a structured curriculum	Continue the major emphasis on psycho-motor competence	Recognize the integrated class as a new opportunity for enhancing the cognitive and affective as well as the psycho-motor domain

PE-1
(page 3)

STUDENT GROUPING

9.

Conduct separate activities for girls and boys in two groups within the same classroom or area	Provide for some sex-integrated activities but keep students segregated during all contact sports activities	Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit

10.

Do not allow any activities to be conducted in sex-integrated settings	Adhere to the rules, assuming that everyone has a need to participate by the standard rules	Modify or have students suggest modifications of activities to allow for participation by a wide skill range

11.	Ability group by sex by assuming all females would exhibit lower levels of skill than all males	Retain traditional ability tests which may or may not discriminate on the basis of sex	Develop and/or adopt tests which will divide students into skill groups for those activities in which skill is the important factor for safety or for enjoyment
INSTRUCTIONAL PROCEDURES AND TECHNIQUES			
12.	Continue current teaching procedures and techniques in sex-segregated classes	Continue current teaching procedures and techniques in sex-segregated classes	Survey effectiveness or ineffectiveness of teaching procedures and techniques for combined classes
13.	Allow the continuation of teaching patterns of males teaching males, and females teaching females	Mandate team-teaching assignments	Renew or develop team teaching skills so that integrated classes can be organized with provision for interest and skill level
14.	Merge the girls' physical education department and the boys' physical education department "on paper" but retain the separate structures of the departments	Merge the girls' physical education department and the boys' physical education department and provide for common office areas, access to equipment, and administrative procedures	Merge the girls' physical education department and the boys' physical education department and initiate team building efforts which provide a common administrative and curriculum frame of reference
STUDENT EVALUATION			
15.	Establish a single standard for student evaluation for females and males	Establish separate evaluation standards for females and males without assessing the degree to which females or males could meet the standards	Establish different evaluation standards for students on the basis of their ability, effort, and progress

ESTABLISHING ACTION STRATEGIES AND PRIORITIES

Physical Activity Worksheet PE-2

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.

2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.)

3. Using the item noted in 2 above, complete the following analysis:

   What is?

   What can be?

   What will be?

4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

Constraint	Strategy for overcoming

5. Indicate an outcome which would help you determine when you have effectively implemented your plan.

6. What other concerns/problems would have to be treated in order to achieve sex equity?

ANALYZING PROGRAM ALTERNATIVES

WORKSHEETS FOR USE IN APPLICATION SESSION B FOR PHYSICAL ACTIVITY PERSONNEL

Subgroup 2 - Secondary Physical Education Group

PHYSICAL EDUCATION ASSESSMENT
"WHAT IS" "WHAT CAN BE"

Physical Activity Worksheet PS-1

Responses to the implementation of a sex equitable physical education program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in physical education. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be."

The instrument is divided into six categories:

- Title IX Procedural Requirements
- Goals and Objectives of Physical Education
- Curriculum
- Student Grouping
- Instructional Procedures and Techniques
- Student Evaluation

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is." The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

adapted from : Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreation, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

PHYSICAL EDUCATION INVENTORY
"What Is" "What Can Be"

Physical Activity Worksheet B-3

TITLE IX PROCEDURAL REQUIREMENTS

1.

Make a statement of intent to comply without a formal self-evaluation	Perform a self-evaluation	Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming

2.

Determine compliance or non-compliance by executive action	Establish committee with responsibilities to determine compliance status but no power to affect changes, except to make recommendations	Establish committees which include students and have the power and responsibility for analysis and formation of long range plans for equity in programs and facilities

3.

Establish student interests by deciding what is best for them	Administer but ineffectively utilize student surveys	Administer and use student interest surveys to evaluate physical education experiences and to choose options for programming

4.

Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess physical education and recreation offerings to match student needs and interests

GOALS AND OBJECTIVES OF PHYSICAL EDUCATION

5.

Continue sex-segregated program	Assume that it is "business as usual" with only a change in clientele	Review and rethink the goals and purposes of physical education in your district in light of the mandate of sex equity

PS-1 (page 2)

6.	Concentrate on the physical needs of students and let the psychological needs be taken care of elsewhere	Expect that psychological needs will be met from the nature of the program and your own warm personality	Pay special attention to psychological security of students participaing in a new kind of experience

CURRICULUM

7.	Provide sex-integrated programs based on the concepts traditionally provided in the "boys' curriculum"	Modify the curriculum, mixing the activities traditionally provided in the "boys'" curriculum and the "girls'" curriculum	Redesign the curriculum to ensure that all students are exposed to a variety of skills and the quality of the program is improved
8.	Consider physical education as "playtime" without need of a structured curriculum	Continue the major emphasis on psycho-motor competence	Recognize the integrated class as a new opportunity for enhancing the cognitive and affective as well as the psycho-motor domain

STUDENT GROUPING

9.	Conduct separate activities for girls and boys in two groups within the same classroom or area	Provide for some sex-integrated activities but keep students segregated during all contact sports activities	Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit
10.	Do not allow any activities to be conducted in sex-integrated settings	Adhere to the rules, assuming that everyone has a need to participate by the standard rules	Modify or have students suggest modifications of activities to allow for participation by a wide skill range

11.	Ability group by sex by assuming all females would exhibit lower levels of skill than all males	Retain traditional ability tests which may or may not discriminate on the basis of sex	Develop and/or adopt tests which will divide students into skill groups for those activities in which skill is the important factor for safety or for enjoyment

INSTRUCTIONAL PROCEDURES AND TECHNIQUES

12.	Continue current teaching procedures and techniques in sex-segregated classes	Continue current teaching procedures and techniques in sex-segregated classes	Survey effectiveness or ineffectiveness of teaching procedures and techniques for combined classes
13.	Allow the continuation of teaching patterns of males teaching males, and females teaching females	Mandate team-teaching assignments	Renew or develop team teaching skills so that integrated classes can be organized with provision for interest and skill level
14.	Merge the girls' physical education department and the boys' physical education department "on paper" but retain the separate structures of the departments	Merge the girls' physical education department and the boys' physical education department and provide for common office areas, access to equipment, and administrative procedures	Merge the girls' physical education department and the boys' physical education department and initiate team building efforts which provide a common administrative and curriculum frame of reference

STUDENT EVALUATION

15.	Establish a single standard for student evaluation for females and males	Establish separate evaluation standards for females and males without assessing the degree to which females or males could meet the standards	Establish different evaluation standards for students on the basis of their ability, effort, and progress

PS-1
(page 4)

PHYSICAL EDUCATION PROGRAM OPTIONS AND IMPLICATIONS

Physical Activity Worksheet PS-2

PROGRAM	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
1. CORE	1. All units of instruction are required of all students. Students move through a predetermined series of units. May or may not be ability grouped. Accommodates teacher skills and interests; prescribes student interests or needs.	• may not accommodate student interests • possible conflict areas--wrestling, dance, etc. • if units of instruction are traditional, ability grouping may be needed • need for staffs to agree on student needs
2. ELECTIVE	2. Possible units of instruction are posted and students elect through interests or ability. Wide diversity of offerings possible. May accommodate student needs, interests and/or teacher skills, interests.	• may lead to principally recreationally oriented programs • unless stranded (i.e., Novice, Experienced, etc.) may exclude some activities because of feelings of inadequacy • allows for complete sex-traditional choices with no sex-crossovers in activities (i.e., easy to keep status quo) • harder to justify at the lower levels (e.g., elementary school)
3. CHANNELED ELECTIVE	3. Possible units of instruction are posted and students elect in response to predetermined "goals," i.e., two team sports, three individual sports, one aquatics, one dance, one conditioning, one combative, etc. May or may not be stranded.	• allows for the establishment of identified program goals and for some student interest fulfillment • may be too flexible to assure sex-integrated classes • better success if stranded

PS-2

PROGRAM	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
4. CORE/PRESCRIPTIVE	4. Students are pretested in a fundamentals class and then guided toward programs designed for their needs--may enter the core (correctives emphasis) or the channeled elective (meet basic requisities, then elect according to interest) or the free elective (gaming/participation emphasis). Requires more teacher agreement, organization, and diversification.	• staffs must agree on pretesting areas of emphasis and standards of performance • student needs are identified and served individually or in like groups • more difficult to administer than other options
5. COMBINATION--INDIVIDUALIZED--DIVERSIFIED	5. Any/all of the above combined or redesigned to fit the specific needs of the local setting. Contract learning offered on an individual basis. Units with vocational education emphasis, peer teaching, cross age teaching, performing fine arts orientation, and integrated curriculum (body as a laboratory) units possible.	• easiest of options to implement sex equity • complex to organize and conduct with small staff

PS-2 (page 2)

From: Landers, Barbara. Title IX Phase III, ... Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

BASIC ORIENTATIONS TO PHYSICAL EDUCATION PROGRAMMING

Physical Activity Worksheet PS-3

ORIENTATION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
Sports Centered	primarily offers units of instruction in predetermined sports areas	• biased in favor of males who are socially predisposed to the competition • may not meet the interests of students • is of limited lifetime usefulness for both females and males • teaches important social skills
Fitness Centered	sets physical performance goals in all fitness areas and establishes how staff will project these to students--required obstacle courses, units in body conditioning, etc.	• is sex-blind (same goals for both males and females) • may be limited in lifetime fitness preparation • may be limited in reaching other than psychomotor competency goals • may initially favor males over females
Social Skills Centered	sets a recreational environment and allows students to schedule activities of their own choice	• may perpetuate a sexist (illegal) status quo • provides a lifetime competence atmosphere • needs structure to assure effective as well as psychomotor functions are fulfilled • may be difficult to organize

PS-3

ORIENTATION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
Combination (example)	establish a core requirement in motor ability areas, schedule all students into the fundamental class for self-evaluation; move those with high skill level into a gaming track (elective); those with instructional needs into a basic track (predetermined); those with remedial needs into an adapted track (rehabilitively oriented); and those with interests skills and maturity into a leadership/vocational/services track (special units emphasis).	• staffs must agree of core requirements • complex to organize and conduct with small staff • allows for an atmosphere of "individual as important human being"

PS-3
(page 2)

Adapted from: Landers, Barbara. Title IX Phase III ... Some Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

SCHEDULING OF CLASSES AND FACILITIES FOR PHYSICAL EDUCATION PROGRAMS

Physical Activity Worksheet PS-4

OPTION	SEX EQUITY IMPLICATIONS
1. Schedule approximately the same number of boys and girls into each physical education teacher's class	• teachers would keep this group of students for semester or year • if student registered, male students might select male teachers and females select female teachers • requires broad teaching expertise on the part of staff
2. Schedule approximately the same number of boys and girls to "staff" by period. Multiple options are available to students within the class	• solves the student reservation • if teachers assign students, activity must be • if students select activities, all activities must be open to both boys and girls • in contact sport activities, students may be separated by sex within the class
3. Schedule students to physical education by elective subject areas (badminton, volley ball, for example). These classes must be open to both boys and girls	• allows for greater staff specialization • tendency for students to gravitate toward sex-traditional activities only • may have to be stranded to allow for a wide variety of skill levels
4. Schedule approximately the same number of boys and girls to "staff" by period. Assignment of students to activities is controlled by staff	• mandates that activities be stranded (i.e., Novice, Intermediate, Advanced) • student groupings, on the basis of ability, need to utilize specified standards of individual performance

PS-4

Adapted from: Landers, Barbara. Title IX Phase III, ...Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

EVALUATION OF PHYSICAL EDUCATION STUDENTS

Physical Activity Worksheet PS-5

OPTION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
ONE DEPARTMENTAL POLICY	The members of the P.E. department agree on all facets of evaluation and the policies are applied equally to all students; i.e., 20% for preparation, 35% for participation, 45% for skills/cognitive growth, method of earning points, etc.	• assumes thal all students begin in the same place • is subject to individual staff interpretation • measurement is not regulated • does not allow for individual focus, which may reflect negatively on females who start out behind males
COMPETENCY BASED EVALUATION	Competencies for various units are predetermined. Instruction is directed toward the development of these competencies. Evaluation is on student progress or retention of high skill/cognition ability	• very conducive to individualized instruction • subject to individual staff interpretation in administration of tests
ACADEMIC FREEDOM	Staff members are allowed to establish their own evaluation schema for the units they teach	• allows a great deal of staff latitude • does not provide for program consistency
COMBINATIONS OF THE ABOVE	Departments have one set of evaluation policies for all basic instruction units (core), allow academic freedom for special courses (cross-age teaching, life saving, WSI, performing dance, etc.), establishing competency based criteria for electives, etc.	• more difficult to organize and control • allows flexibility for staff

PS-5

DEVELOPING A MODEL FOR STUDENT PHYSICAL EDUCATION - A SUMMARY OF CONTINUUMS

Physical Activity Worksheet PS-6

1. SEX EQUITY

Age span: Middle Jr. Senior (Circle one)

No commitment	Accept concepts with reservations	Accept Concepts But will "Wait and See"	Ready to make necessary changes	Full commitment

2. PROGRAM FOCUS

Teachers' choice	Sports centered recreational emphasis	Sports centered instructional emphasis	Fitness centered	Sports and fitness centered	Concept/values centered	Combination of child needs centered

3. PROGRAM OPTIONS

Core	Elective	Channeled elective	Core/Pre-scriptive	Combination/ Individualized-Diversified	Stranded to reflect student needs

4. SCHEDULING

Block schedule "Take all comers"	Block schedule Group by ability once in the gym	Selective scheduling (college format) minimal offerings	Selective scheduling (college format) diversified offerings	Prescriptive scheduling (in accordance with identified needs)	Combination scheduling (stranded)

5. EVALUATION

No policy Academic freedom	Pre-determined policy-the same for all activities	Pre-determined policy - in accordance with course objectives	Competency based evaluation	Combinations in accordance with stranded requirements

PS-6

ESTABLISHING STRATEGIES AND PLANS

Physical Activity Worksheet PS-7

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.

2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.)

3. Using the item noted in 2 above, complete the following analysis:

   What is?

   What can be?

   What will be?

4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

Constraint	Strategy for overcoming

5. Indicate an outcome which would help you determine when you have effectively implemented your plan.

6. What other concerns/problems would have to be treated in order to achieve sex equity?

ANALYZING PROGRAM ALTERNATIVES

WORKSHEETS FOR USE IN APPLICATION SESSION B FOR PHYSICAL ACTIVITY PERSONNEL

Subgroup 3 - Athletics Personnel

PHYSICAL EDUCATION ASSESSMENT

"WHAT IS" "WHAT CAN BE"

Physical Activity Worksheet PA-4

Responses to the implementation of a sex equitable athletics program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in athletics programs. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be."

The instrument is divided into four categories:

- Title IX Procedural Requirements
- Separate or Unitary Teams/Programs
- Determination of Equal Opportunity
- Coaching and Instruction

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is." The second time through, place on "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your restimation of "what can be" in your district.

adapted from: Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreations, Athletics. (Olympia, Washington: Washington Department of Public INstruction), 1977.

ASSESSMENT OF SEX EQUITY IN ATHLETIC PROGRAMS

"What Is" "What Can Be"

Physical Activity Worksheet PA-1

TITLE IX PROCEDURAL REQUIREMENTS

1.	Make a statement of intent to comply wihtout a formal self evaluation	Conduct a paper self evaluation	Conduct a self evaluation to determine where inequities exist in athletics policies, programs, and practices
2.	Determine compliance or non-compliance by executive action	Establish a committee with responsibilities to determine compliance status but no power to effect changes except to make recommendations	Establish a committee which includes faculty, administration, students, parents, and community members, and has the power and responsiliby for analysis and formation of long range plans for equity in athletic programs and facilities
3.	Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess athletic opportunities and priorities to match student interest, and abilities with sound educational philosophy
4.	Establish athletic programming by arbitrarily deciding what is good for students and what the community will support	Administer but ineffectively utilize student athletic interest surveys	Administer and use student athletic surveys to determine options and levels of athletic programming

PA-1
(page 3)

SEPARATE OR UNITARY TEAMS/PROGRAMS

5. Leave athletic program at current level, because of budgetary problems, leaving four sports for males, and no sports for females	Establish a token female athletic program by offering a minor sport to females (e.g. cross country) while continuing to offer major male sports (e.g. football and basketball)	Encourage males and females to develop their skills through sports available to them (based on their stated interests and abilities) with the goal of providing equal athletic opportunity for <u>all</u> students
6. Decide the direction and scope of the athletic program at the Board of Education level	Represent the interests of females through decisionmaking bodies which are traditionally male	Ensure that female coaches and coaches of female teams are involved in program decisionmaking

DETERMINATION OF EQUAL OPPORTUNITY

7. Provide only an interscholastic athletic program serving small numbers of students most of whom are physically gifted males	Provide a limited intramural program that accommodates only those students who are preparing to participate on interscholastic athletic teams	Operate an intramural program with the goal of total student involvement, emphasizing interest, rather than sex or skill level as the criterion for participation
8. Make no provisions for female teams' uniforms and equipment	Assign used equipment and uniforms to female teams	Attempt to equalize quality of uniforms and equipment for single sex and unitary teams
9. Provide insufficient or no facilities and practice times for female teams	Schedule use of facilities for female teams during inconvenient hours	Establish a time rotation cycle of facilities use with equal access to most convenient hours by male and female teams
10. Provide travel allowances and tournament per diems only to those teams which are self supporting	Allow travel allowances for <u>one</u> female tournament team per year and no per diems	Provide full travel allowances and equal per diems for all tournament teams and athletes

11. Refuse to assign a coach in response to females who want to form a team (e.g.volleyball) based on student interest	Provide one coach (women) for three female teams, two of which run concurrently (e.g. volleyball and basketball)	Establish a desirable coach/athlete ratio; and then monitor all athletic teams to maintain that ratio (e.g. one coach per 8 athletes)
12. Continue the present arrangements for access to training facilities with those being available to males	Recognize that Title IX mandates access to training facilities and institute policy that allows for female athletes to have limited access to some of the training facilities	Institute a policy whereby there is equal access to training facilities by all ahtletes during their practice and free school time.
13. Provide information to the media about major sports (i.e. male football and basketball)	Provide answers to reporters' questions and call in game scores to the media	Prepare and distribute equal materials to the media for all athletic events and suggest extra coverage of the new sports being offered
14. Provide an extra-curricular club for male varsity athletes complete with advisor and awards banquet with no equivalent activity for female athletes	Sponsor a varsity club for all varsity athletes but with a male advisor, majority of male members; discouraging females from active participation	Require that the athletic club (for all athletes) have a male/female advisor team, and strive to have the achievements of all athletes recognized and rewarded

PA-1
(page 4)

COACHING AND INSTRUCTION

15. Allow the continuation of coaching patterns of males coaching males, and females coaching females	Review coaching assignments and assign coaches on the basis of qualifications rather than on the basis of sex	Review or develop team teaching skills so that integrated coaching assignments are an expected method of operation
16. Continue the past practice of paying coaches of female teams (primarily females) less than coaches of male teams (primarily males)	Establish supplementary salary schedules that result in coaches of male teams result in coaches of male teams (primarily male) receiving larger stipends than coaches of female teams (primarily females) based on "time put in"	Establish supplementary salary schedules that establish comparable time and effort parameters for comparable male and female teams, thus resulting in comparable pay for all coaches

CREATING A STUDENT INTEREST SURVEY FORM

Physical Activity Worksheet PA-2

One of the basic implications of the Title IX regulation is that sports and athletic programs must effectively accommodate the interests and abilities of all students. This standard necessitates the development/application of data collection procedures. One of the primary methods for determining the interests of students would be to conduct a survey of student interests.

Please take a minute to think about how a student interest survey should be designed and answer the following questions.

1. What types of information should be included in a student survey?

2. What do you believe would be the outcome of a student survey conducted in your schools?

3. What procedures should be used for its distribution?

4. How frequently should student interest surveys be conducted?

ESTABLISHING ACTION STRATEGIES AND PRIORITIES

Physical Activity Worksheet PE-2

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.

2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.)

3. Using the item noted in 2 above, complete the following analysis:

   What is?

   What can be?

   What will be?

4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

Constraint	Strategy for overcoming

DESIGNING A SURVEY FORM

Physical Activity Worksheet PA-3

The Title IX requirement that the sports and athletics programs must effectively accommodate the interests and abilities of all students suggests the need for conducting periodic surveys of student interests. Physical activity personnel need to consider what should be included in a student survey, the procedures to be used for its distribution, the frequency of student interest surveys, and the ways that the information obtained may be integrated into existing programs.

A student survey form should ensure inclusion of the following types of information:

- Identifying information: the name, school, grade level, and sex of the student
- Explanatory information: the purpose of the survey and how the information will be used
- A system of ranking or rating specific sports activities: a listing of sports which students may rank or rate
- Opportunity for suggesting other sports alternatives: space for listing possible interests that are not included in the listing should be provided
- Opportunity for comments: general questions regarding attitudes or other suggestions for sports programs would be desirable

The procedures which are followed in the distribution of student surveys may influence the outcomes. It usually is wise to ensure distribution to every student at a time when students can provide their individual responses without undue peer group pressure.

Student surveys should be conducted periodically as a means of identifying current needs and the changing patterns of student interest. Determination of the frequency of student surveys should be based on the frequency of significant composition of the student body, the number of times that athletic programs are designed, and the feasibility of survey efforts. Completion of surveys at least on a yearly basis could ensure the timelines of data being used for program planning.

SAMPLE STUDENT ATHLETIC INTEREST FORM

Name of Student_____

Name of School _____

Year in School_____Female_____Male_____

Have your previously participated in interscholastic sports? Yes____No_____

Have you previously participated in intramural sports? Yes____No_____

The following information is being collected as a means of determining your interests in intramural and/or interscholastic sports programs which are now being offered at your school. We are also interested in determining the types of sports you would like to have offered.

Participation in interscholastic athletics involved daily practices and weekly games or meets during the season for each sport. To indicate YOUR OWN interest in participating in interscholastic sports, circle the number to the right of the sport or activity which indicated YOUR OWN feelings about participating.

*INTERSCHOLASTIC SPORTS	Definitely NO interest in participating	Might be interested but not sure	Definitely interested in participating
Sports now available			
Football (male)	0	1	3
Basketball (female)	0	1	3
Basketball (male)	0	1	3
Volleyball (female)	0	1	3
Track & Field (mixed)	0	1	3
Wrestling (male)	0	1	3
Gymnastics (female)	0	1	3
Baseball (male)	0	1	3
Softball (female)	0	1	3
Tennis (mixed)	0	1	3
Sports being considered			
Badminton	0	1	3
Soccer	0	1	3
Swimming	0	1	3

Other sports you'd like to see offered:

*INTRAMUAL SPORTS

	Definitely NO interest in participating	Might be interested but not sure	Definitely interested in participating
Sports now available			
Football	0	1	3
Basketball	0	1	3
Volleyball	0	1	3
Track & Field	0	1	3
Wrestling	0	1	3
Gymnastics	0	1	3
Baseball	0	1	3
Softball	0	1	3
Tennis	0	1	3

Sports being considered

Other sports you'd like to see offered

What do you like most about the sports program in your school?

How do you think the program could be improved?

*Adapted from materials prepared by Dr. Mary Lou Enbero, for the Washington State Department of Public Instruction. Olympia, Washington

COACH JAMES CASE: BRIEFING SHEET

Physical Activity Worksheet PA-4

Coach Pat James, athletic director of Hilltop schools, has had six years of experience in Hilltop and is known as a fair, effective administrator and excellent coach. James is committed to improving Hilltop's athletic program and has been particularly interested in expanding the scope of the program to accommodate more students.

During the past five years, and particularly since July 1975, several members of the physical education and coaching staff have observed the passage of Title IX, the development of the regulation, and have taken a variety of actions to implement Title IX. They are pleased with the progress that has been made toward Title IX compliance but are also concerned about the problems which are still evident.

A collection of the memos and letters relating to Title IX which have come to Coach James' desk during the past six months is provided in the following pages. Read each of them carefully, then determine the actions which should be taken to deal with the problem.

You will be asked to discuss your responses in a small group and come up with a group answer to the questions on the worksheets which are provided. Copies of the worksheet will be available for your individual use.

COACH JAMES CASE: ROBERT WELSH

Physical Activity Worksheet PA-5

TO: Pat James: Athletic Director

FROM: Robert Welsh, Esquire

RE: Examination of possible sex discrimination in the contract between Hilltop District Schools and Hilltop teachers

At the request of Dr. Norris I have reviewed the terms of the contract between the Hilltop District Schools and Hilltop Teachers Association in an effort to identify any provisions which may be discriminatory. One clause, that will be of interest to you, appears to be discriminatory:

Section H - Salary Increments; Clause 4 - Increments for Athletics Personnel

The contract states that coaches of male teams are eligible for 5½% increment for the 77-78 year and that coaches of female teams are eligible for a 4½% increment during the same period of time.

I would like to discuss this with you in greater detail in the near future.

Bob BW

cc: Superintendent Norris

COACH JAMES CASE: ANALYSIS SHEET

Robert Welsh

After reading the item which Coach James found in the in-basket, consider the following questions:

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

COACH JAMES CASE: ANN BROSH ET AL

Physical Activity Worksheet PA-6

Pat James: Athletic Director
Hilltop District Schools
400 Maple Lane
Hilltop, Arizona 10000

We are eighth graders in Pinewood Junior High School. We are writing to complain about the sports programs offered to girls.

Pinewood has girls' interscholastic teams in basketball, field hockey, tennis and gymnastics, but we don't have track, swimming, or basketball, even though the boys do. We don't think this is fair.

We have talked to Mr. Neets, head coach at Pinewood about this, and he said he is sorry but there is nothing he can do. He suggested that we write you. We think that the school must permit girls to compete in these sports. We have talked to our parents and they agree.

Sincerely,

Anne Brosh
Ann Brosh

Benessa Jackson
Benessa Jackson

Karen Pickering
Karen Pickering

Elma Carpenter
Elma Carpenter

COACH JAMES CASE: ANALYSIS SHEET

Ann Brosh et al

After reading the item which Coach James found in the in-basket, consider the following questions:

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

COACH JAMES CASE: JEFFERY EVANS

Physical Activity Worksheet PA-7

TO: Coach James

FROM: Jeffery Evans

RE: Coaching Assignments

The coaching assignments have come to my attention for the Winter team sports and I feel that I must register this complaint. As the coach for Hilltop High's girls basketball team, I have 37 girls out for this team, and after cuts can carry 30 of them on a varsity squad and a junior varsity squad. As I'm sure you're aware the amount of supervision and skills teaching in a two year old program is immense, and I'm swamped.

Now I find out that Ross Mathison has been assigned to an assistant varsity position in the boys varsity basketball program. After cuts the boy's varsity program has 12 athletes, with two coaches and a student trainer, while I'm expected to handle the varsity and jr. varsity program of 30 girls all by myself. The girls are getting short-changed.

I want to help, either from a reassignment of Ross or somebody else. Is there anything you can do about this?

Jeffery

COACH JAMES CASE: ANALYSIS SHEET

Jeffery Evans

After reading the item which Coach James found in the in-basket consider the following questions:

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

COACH JAMES CASE: JACK RAMSEY

Physical Activity Worksheet PA-8

Pat James: Athletic Director
Hilltop District Schools
400 Maple Lane
Hilltop, Arizona 10000

Dear Coach,

This letter is to inform you that the Hilltop Athletic Boosters Club's Annual Chili Supper was a great success. We made over $1,400.00 thanks to the generosity and hard work of our members. We have a proposal for the expenditure of part of those proceeds. We are mighty proud of the way the Eagles won the Treeline conference in football last fall and in talking to Coach Hutchinson we have found that the football team could use an additional weight-lifting machine. I had Bernie Jackson do some checking and he tells me that a six station universal gym can be purchased for $1,295.00, that would fall within our range and we would like your permission to go ahead with the purchase.

We have just two concerns regarding this matter. First, will there be sufficient space in the training room for this additional piece of equipment? Second, with the school now offering athletic teams for young ladies, will they want to use this equipment? We're buying it for the football team and besides girls might hurt themselves on it or get all muscle bound. We wouldn't want that to happen. On the condition that this machine would be reserved for football players we will proceed immediately.

I look forward to hearing your acceptance of our gift.

Sincerely,

Jack

Jack R. Ramsey

COACH JAMES CASE: ANALYSIS SHEET

Jack Ramsey

After reading the item which Coach James found in the in-basket, consider the following questions:

1. What are the Itile IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

SUGGESTIONS FOR ACTION STEPS

Physical Activity Worksheet PAW-8

The following action ideas are suggestions which may stimulate your thinking as you complete your action plans. Suggestions are provided for actions you can suggest to support sex equity in your department/school, your school district, your community, and your professional associations.

DEPARTMENT OF SCHOOL LEVEL

- make sure that your department members are knowledgeable about the requirements and options of the Title IX regulation, and the goals and objectives of your departmental implementation plan for providing sex equity in physical activity programming
- determine whether or not your department knows the extent to which sex bias and discrimination exist in your instructional/coaching area. If not, you can work with colleagues to make this determination. If you already know, use this information to develop goals and objectives for its elimination
- if your department has progressed further than some physical activity departments in the system, offer to share some of your resources to assist others in moving ahead. If your department hasn't progressed as far as others, seek out those you think can help and ask for their assistance
- develop procedures to ensure that students that choose non-traditional areas within your department receive whatever support they need to experience success
- if your physical education and/or athletics department is being merged from "Male and Female" to "Student", monitor the transition to see that sex discrimination and bias are not involved in the merge

SCHOOL DISTRICT LEVEL

- make sure your district has met the basic procedural requirements of Title IX: enacting a policy of non-discrimination on the basis of sex, appointing a Title IX coordinator, establishing a grievance procedure, and disseminating this information to staff and students. Your district should have also conducted a self-evaluation to determine the extent to which it is in compliance with Title IX

- make suggestions to the appropriate persons regarding possible policy and program modifications that would achieve sex equity in physical activity programming

- if you have expertise in the area of eliminating sex discrimination and bias in physical activity programs, offer your services to the district and your colleagues. If, on the other hand, you need some assistance in the area, seek out others on the staff who may have such expertise or ask your administration for assistance

- make sure that someone knowledgeable about sex equity in physical activity programs is represented on all school committees

COMMUNITY LEVEL

- make sure that the administration has informed the community of its plans and rationale for changing physical activity programming

- to the extent necessary, prepare students for any difficulties they might encounter in picking a non-traditional athletic or activity option

- work with your counseling department to inform parents of students of the rationale for changing physical activity programs

- work with supportive community groups (i.e., Booster Clubs) to ensure their continued support of physical activities without regard to the sex makeup of team/activity

- hold an open house with students working in sex-integrated activities so that parents can observe how that is accomplished

STATE/REGIONAL/NATIONAL ASSOCIATIONS

- examine the constitution and operational guidelines for evidence of sex discrimination, and if discovered propose steps to eliminate such discrimination

- determine whether leadership positions within your association are held by both female and male members. If not, work within the organization to bring about a more equitable sharing of power

MY ACTION PLAN

Physical Activity Worksheet PAW-9

1. Write down two objectives for implementing Title IX and attaining sex equity in physical activity programming which you would like to see accomplished. One should be within your own individual sphere of responsibility; the other should be directed toward achieving sex equity within one of your organizational levels (e.g., department, school, community, professional organization).

   A. Within my classroom/team I would _____

   _____

   B. Within my department/school/community/ professional association I would _____

   _____

2. Of the two objectives, which would you most like to accomplish at this time? _____

   _____

3. What are the major barriers that you will encounter in working toward accomplishing your objective?

   A. _____

   B. _____

   C. _____

4. What supports will you have in working toward accomplishing your objective?

   A. _____

   B. _____

   C. _____

5. After this analysis, do you still feel that attaining this objective is possible? If so, move ahead with developing your plan. If not, go back and select your other objective.

6. What resources do you need for achieving your objective?

A. Knowledge/Skills:_____

_____

B. Money_____

_____

C. People:_____

_____

7. List the specific action steps you need to take to achieve your objective. Include who has the responsibility for taking the step and the date by which it should be completed. Write those in chronological order.

	Action Step	Person Responsible	Date
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

8. How will you evaluate your action plan and at what point will you do so?

_____

_____

9. How will you let others know about your action plan and its outcomes?

_____

_____

WORKSHOP EVALUATION FORM

Physical Activity Worksheet PAW-10

1. At this point, how would you rate your knowledge of:

The legal requirements and principles of sex equity in physical activity programs	Developing and monitoring physical activity programs to ensure sex equity
_____thorough understanding	_____thorough understanding
_____some knowledge	_____some knowledge
_____little knowledge	_____little knowledge
_____no knowledge	_____no knowledge

2. What concerns or questions about attaining sex equity in physical education or in athletics programs have been answered for you today?

3. What concerns or questions about sex equity in physical education or athletics still remain unanswered for you?

4. Which of the days activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experience, or activities do you need next in order to help achieve sex equity in physical activity programs?

APPENDICES

COACH JAMES CASE: WORKSHEET RESPONSE/ROBERT WELSH

Physical Activity Worksheet 5A

1. The Title IX regulation requires that employers may not, on the basis of sex, make distinctions in the rates of pay for equal work. /§86.54/ If coaching positions are equivalent, no distinctions may be made on the basis of sex.

2. The contract language is clearly discriminatory on its face, in that salary distinctions are made on the sex of the athlete. Further information is therefore not needed for determining the legality of the contract language, but such information as the following would be useful in identifying alternative contract provisions:

   - descriptions of each coaching position in terms of responsibility
   - competencies required for different positions
   - criteria (and their legality) for establishing coaching salaries
   - projected athletics programs and budgets

3. Available alternatives include:

   - work with the teachers' association to change the terms of the agreement (contract)
   - develop criteria for determination of pay increments on the basis of factors other than sex (of either coach or athlete, e.g., performance, responsibility, etc.)
   - implement procedures necessary to equalize pay of coaches of male and female teams on the basis of the criteria developed (other than sex of coach or athlete)
   - revise athletics budget as required to accommodate salary changes

4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE/ANNE BROSH ET AL

Physical Activity Worksheet 6A

1. Agencies receiving funds are required to evaluate their total athletic program to determine whether or not it effectively accommodates the interests and abilities of members of both sexes. Factors which should be considered in the evaluation include the nature and extent of sports programs offered and their accommodation of the interests and abilities of females and males in both sports and the level of competition offered. /§86.42/

2. Further information is needed regarding:

   - the specific sports options and levels of competition currently being provided for males and females
   - any efforts made to assess the athletic interests of junior high females in the district, and the results of such efforts
   - the feasibility of opening the male sports listed to females

3. Available alternatives include:

   - conducting and analyzing an inventory of the athletic interests of female and male students in interscholastic and intramural sports (if one has not already been completed)
   - deciding in conjunction with other school officials and staff the desired thrust of athletic programming. i.e., separate sex vs. mixed team offerings
   - reviewing plans, if any for the expansion of female sports programs including timetables, sports, and financial projections
   - meeting with students to obtain greater information, to clarify district policy and plans, and to obtain their suggestions for program revisions

4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE TO JEFFERY EVANS

Physical Activity Worksheet 7A

1. The Title IX regulation requires, under the criteria for establishing equal opportunity in athletics, that "the opportunity to receive coaching . . ." not be based on the sex of the athlete. [86.41c-v]

2. The assignment pattern is clearly discriminatory against female athletes who wish to playinterscholastic basketball at Hilltop High. Further information which would help Coach James make his decisions includes:

   - Are there females who didn't try out for the team because of lack of coaching?
   - What is the exact athlete-coach ratio for both male and female basketball teams?
   - Are there staff members or qualified community members available to take on coaching responsibilities?

3. Available alternatives include:
   - initiating a policy that mandates equal athlete-coach ratios for all sports where both female and male teams are offered
   - making a survey to identify possible qualified staff persons who would be willing to take on basketball coaching responsibilities
   - establishing an on-going in-service and internship program to help qualify staff for coaching positions, particularly female staff who have been discouraged in the past from gaining these skills
   - locating qualified, certified community members who would be willing to volunteer time and services
   - providing financial resources to carry out any policy/program changes

4. Each of the alternatives should be implemented

COACH JAMES CASE: WORKSHEET RESPONSE TO JACK RAMSEY

Physical Activity Worksheet 8A

1. The Title IX regulation prohibits the provision of benefits or services to one sex while excluding the other sex. /_86.31_/ The gift under the conditions stated in the letter would be such a benefit.

2. Futher information is needed regarding:

   - would the Booster Club donate the gift if the sex restriction were ignored?
   - would the Booster Club allow the money to be used for another purpose?

3. Available alternatives include:

   - negoiate with the Booster Club to give the money as cash so that badly needed gymnastics equipment may be purchased for new female programs
   - negoiate with the Booster Club to lift its stated restriction regarding the use of the new equipment by females, by explaining the illegality of such a restriction and the need of weight training by all athletes regardless of their sex

4. Each of the alternatives should be implemented

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